DOCUMENT RESUME

ED 054 128 SP 007 327

TITLE	Strategies for Creative Language Instruction.
INSTITUTION	Ferguson-Florissant School District, Ferguson, Mo.
PUB DATE	69
NOTE	142p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$6.58
DESCRIPTORS	*Curriculum Guides, *Intermediate Grades, *Language Arts

ABSTRACT

GRADES OR AGES: Can be used at any level, but is mostly geared to "intermediate children." SUBJECT MATTER: Language arts. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into five main sections, one each for perceiving, listening, speaking, reading, and writing. Each section is in list form. The guide is xeroxed and staple-bound with a paper cover. OBJECTIVES AND ACTIVITIES: About 10-15 objectives, mostly attitudinal, are listed for each section, with a code indicating the appropriateness of each objective for early, middle, and later childhood. A variety of activities are then listed under each objective. Activity descriptions are detailed, with emphasis on independent student activities and correlation of activities with "real life," as in analyzing newspaper editorials and television commercials. INSTRUCTIONAL MATERIALS: Materials needed for an activity are mentioned in the activity description. The guide also contains a brief annotated list of teacher references. STUDENT ASSESSMENT: No mention. (RT)

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STRATEGIES
FOR
CREATIVE LANGUAGE INSTRUCTION

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INTRODUCTION

The fundamental objective of the language arts program is to develop appropriate and effective communication. Specific communication objectives are listed in this guide under five areas: perceiving, listening, speaking, reading, and writing. The objectives are regarded as tentative - to be tested, accepted, rejected, or modified. Each objective covers three developmental stages of growth: 1) early childhood (age 4 to approximately age 7); 2) middle childhood (age 8 to approximately age 12); and 3) adolescense (age 13 to maturity). The coding following each objective attempts to designate emphasis according to age group. A series of dots (. . . .) signals that the objective receives little emphasis; a crosshatching (xxxxx) signals that the objective receives some emphasis; a line (_____) indicates that the objective receives strong emphasis; a white space suggests that the objective may be "not applicable here". Ultimately, of course, objectives are best specified for individual children. Since such information is elusive, submitted here are goals hypothesized to be foundational to the effective functioning of all human beings.

Because perception usually precedes expression - "intake" before "output" - the objectives have been organized in the audiolingual sequence. Perhaps it is not realistic to claim a "sequential and developmental" program in the language arts, but there is at least one dimension of the "developmental" in the organization of the goals. They proceed from those of the consumer - assimilative, to those of the producer - creative.

This is a book of strategies and ideas for achieving the objectives. The learning experiences which are listed in one area will strengthen and reinforce the skills in other categories. Most of the activities are geared to intermediate children, but the objectives and general techniques apply to all levels of learning. The techniques stress imaginative, creative approaches to the study of English. These guidelines can assist you in creating an exciting, provocative new image for the study of language arts.

SELECTED OBJECTIVES IN THE ENGLISH LANGUAGE ARTS*

		Early Childhood	Middle Childhood	Later Childhood
1.	**PERCEIVING**			
1.1	To develop an awareness of self - physically, emotionally, socially; to perceive oneself as an individual person.	————	————	————
1.2	To perceive such sensory appeals as those emanating from color, design, artifacts, photography, painting, sculpture, music, dance, drama, poetry, stories . . .	————	————	————
1.3	To perceive the advantages of taking criticism graciously	————	————	————
1.4	To perceive certain characteristics of the mass media - for example, the immediate and the graphic; perspective; opportunities for vicarious travel in time and space; to become aware of what one medium can do that another cannot do	xxxxxxxxxxxx	————	————
1.5	To perceive that a communication is a transaction that requires at least (1) sender, (2) message, and (3) receiver	. . . . . .	xxxxxx——	————
1.6	To perceive when the sender is (1) informing, or (2) entertaining, or (3) convincing, or (4) persuading - i.e., moving to action, or (5) inspiring - i.e., elevating the perceiver's feelings, or (6) expressing his own feelings, or (7) doing a combination of the above	. . . . . .	xxxxxxxxx	————
1.7	To understand that a large part of the message is the medium and manner in which it is transmitted; that not only what is said but also the way it is said (tone of voice, gestures, musical accompaniment, photographic background) influences the receiver's thoughts and actions.	xxxxxxxxxx	xxxxxxxxx	————

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*Endres, Mary, Lamb, Pose, and Lazarus, R. Selected Objectives in the English Language Arts. Elementary English, April 1969.

		Early Childhood	Middle Childhood	Later Childhood
1.8	To recognize differences between selective representations (art) and the non-selective (reports, candid shots)	xxxxxxxxxxxxxxxxxxxx________________		
1.9	To perceive motivations behind emotional appeals on billboards, radio, television, etc.; to be able to identify rationalizations and double-talk	. . . . xxxxxxxxxx________		
1.10	To develop sensitivity to the freedoms concomitant with independence of thought; to be open to a variety of views before deciding what one accepts or rejects	xxxxxxxxxxxxxxxx___________________		
2.	LISTENING			
2.1	To enjoy listening to sounds around us; songs of birds, children's voices, whirr of toys, tones of musical instruments, bells, sounds of animals, rustle of leaves, etc.	___________________________________		
2.2	To enjoy listening to jingles, nursery rhymes, stories, and personal experiences	___________________________________		
2.3	To enjoy hearing legends, myths, and folklore	xxxxxxxxxxxx_______________________		
2.4	To become aware of how interesting words can be - words which rhyme, which are fun to say, which describe, which are "big"	xxxxxxxxxxxxxxxxxxxxxxxxx_________		
2.5	To listen to other's ideas with an open mind and to extend to others the courtesies in listening which one expects when speaking	xxxxxxx____________________________		
2.6	To acquire facts accurately and with reasonable ease when they are communicated through speech	. . . . .xxxxx____________		

		Early Childhood	Middle Childhood	Later Childhood
2.7	To acquire skills of critical listening; i.e., listening for ideas and supporting data; to avoid being swayed by propaganda		xxxxxxxxxxxxx	__________
2.8	To select from listening experiences the ideas which are of significance to the problem at hand, and to tune out the extraneous		xxxxxxxxxxxxx	__________
2.9	To change one's own behavior (decision-making, acquisition of concepts, attitudes towards individuals or groups) as a result of effective listening	. . . .	.xxxxxxxxxxxx	__________
2.10	To develop ability to select the level of listening (marginal, appreciative, attentive, critical) appropriate to a given situation and to flexibly apply these different skills implied by the levels involved.		xxxxxx	__________
2.11	To react sensitively to poetry and prose; to develop aesthetic taste	__________	__________	__________
2.12	To be silent occasionally and to know when to be silent; to realize the values of listening rather than speaking		xxxxxxxxx	__________
2.13	To be able to decode manner or mode as well as content of a message (e.g., humor, sarcasm, romance, tragedy, etc.)	. . . .	xxxxxxxxxxxxxxxx	__________
2.14	To be able to identify the language devices used by advertisers in making his appeals - e.g., slogans, jingles, repetition, tone of voice, loaded words, analogy, association of images and status symbols, etc.	. . . . . .	xxxxxxxxxx	_______
2.16	To cultivate a balanced media diet; to develop criteria for tuning in or out	__________	__________	__________

3. SPEAKING

		Early Childhood	Middle Childhood	Later Childhood
3.1	To speak spontaneously and easily with others; to speak freely when there is something significant to be said	————	————	————
3.2	To enunciate clearly distinguishable phonemes; to project and modulate appropriately	————	xxxxxxxxxx	xxxxxxxxxxxx
3.3	To express observations; experiences; and feelings	————	————	————
3.4	To take part in an informal exchange of ideas with others; to consult with others in formulating plans		 xxxxx	————
3.5	To question as a way of learning	————	————	————
3.6	To express one's self or to express one's interpretations in play acting, story telling, poetry reading	xxxxxxxxxx	xxxxxxx——	————
3.7	To make effective use of pitch, stress, facial expression, and gesture in order to make one's speech more interesting		. . . xxxxx	————
3.8	To acquire the ability to present facts, ideas, and concepts in an organized manner		 xxxxxxx	————
3.9	To apply the conventions of general American-English usage, put to use whatever functional variety of language is appropriate to the occasion	xxxxxxxxx	xxxxxxxxx	————
3.10	To recognize the dynamic quality of language; to sense that word meanings change and evolve and are determined by the needs of people		xxxxx	————

4. READING

4.1	To enjoy looking at picture books	————	————	. . . .
4.2	To understand that a printed word represents not only spoken sounds but also lexical meaning	. . . . .	xxxxxxxxxxxx	————

		Early Childhood	Middle Childhood	Later Childhood
4.3	To be aware of similarities and differences in reading and speaking (Reading is "talk written down" but the author follows certain restrictive conventions and lacks the meaning aids of pitch, stress, gesture, and facial expression available to speakers)		. . .xxxxx______	
4.4	To recognize the nature of meanings of what is read; to make of reading a question-asking, problem-solving process	. . . .xxxxxxxxxxxx____________		
4.5	To read orally with evidence that one identifies with and understands the material, character motivations, emotional content, etc.	. . . . .xxxxxxxxxxxxx__________		
4.6	To expand one's recognition-vocabulary in quantity and quality	. . . .xxxxxxxxxx________________		
4.7	To realize that language SUGGESTS more than it says	. . .xxxx________________________		
4.8	To read (silently) with ease, fluency, and appropriate speed for related subject areas		. . .xxxxxxxxxx______	
4.9	To value the literary tradition of one's culture; to be able to identify folklore and allusions	. . . . ___________________		
4.10	To develop (i.e., appropriately change) one's beliefs, attitudes, and concepts on the basis of rich and varied reading experiences	. . . . . .xxxxxxxxxx___________		
4.11	To read habitually and to cherish reading - to see its value as a leisure-time activity		. . .xxxxxxx___________	
4.12	To transfer skills developed in one field of reading to related fields	. . . . .xxxxxxxx_________		
4.13	To assess one's reading ability and engage in self-directed activities for reading improvement		____________________	

		Early Childhood	Middle Childhood	Later Childhood
4.14	To apply, in reading, certain techniques of critical listening; to distinguish between report and propaganda; between less slanted and more slanted news	. . . .	.xxxxxxxx	___________
4.15	To be able to identify a statement of fact, a statement of opinion, and the elements of a mixture	. . . .	.xxxxxxxxxxxxx	______
4.16	To gain skills in critically comparing editorials		xxxxxxxxxxxx	_____
4.17	To gain skills in critically comparing reports of a news item in at least two different newspapers, examining emphases created by (1) amounts of space alloted, (2) positions within the newspaper - i.e., front page, middle, back page, etc., (3) omissions		xxxxxxxxxxxxxxx	___
4.18	To examine assumptions and implications of advertisements; to examine whether the sign or symbol associated with a product really says anything about the product itself	. . . . .	___________	___________
5.	WRITING			
5.1	To produce written signs and symbols with a sense of exploration and discovery	xxxxxxx	___________	___________
5.2	To take pride in producing neat, legible manuscript and cursive writing	xxxxxxx	___________	___________
5.3	To accept responsibility for spelling correctly in order to communicate more effectively; to make use of the various aids to spelling, including one's own mnemonics; to consult the dictionary; to spell correctly in whatever subject		xxxxxx	___________

		Early Childhood	Middle Childhood	Later Childhood
5.4	To improve the quality and precision of one's written vocabulary		xxxxxxxxx	________
5.5	To grow in the ability to use conventions in both formal and informal communication		xxxxxxxx	__________
5.6	To develop increasing objectivity in revising one's written work		_____	____________
5.7	To develop an awareness of writing-styles and to improve one's own writing as a result of continuous exposure to literature	. . .	.xxxxxxxxxxx	_____________
5.8	To be able to encode manner(s) appropriate to message(s); to contribute creatively to class posters, newspapers, skits, etc.	. . . .	. . .xxxxxxxx	__________
5.9	To enjoy writing prose and verse; to enjoy writing various genres and modes (haiku, free verse, stories, fables, skits, friendly letters, etc.)		. . .xxxxxxx	__________

The above objectives are used in this guide with the full permission of the writers who formulated them.

I. PERCEIVING

1.1 To develop an awareness of self - physically, emotionally, socially, to perceive oneself as an individual person.

- Puppets can be used in many ways to help children develop good speaking habits. They can be used to carry on conversations, practice correct word usage and create characterizations. Many times children will invent a puppet to help him solve a life problem with which he is closely identified.

  Construction of puppets should be kept simple, as the concern is with language development. Simple, but effective, puppet heads can be made from:

  Faces cut from magazines mounted on cardboard for stiffness.
  Styrofoam balls with features and hair pinned on.
  Toe of a sock stuffed with cotton or small rag.
  Layers of paper glued and dried over an orange or ball.
  Wooden spoons (faces painted on back of spoon).
  Paper bags (stuffed with newspaper, add features).
  Paper plates (glued to sticks; add hair, features).
  Squares of cloth tied in knots for head and two hands. (1.5) (1.7)

- Put a provocative statement, a quotation, a sentence from the paper, etc., on the board. Allow ten minutes or so for the children to think about the statement and to perhaps jot down some ideas. When most are finished, allow the children to take turns expressing their feelings and thoughts, without consequences, or moralizing. (1.12)

- Voting Questions: Suggest to the children that their responses to these questions will vary. One student may raise his hand hardly at all, another may wave his arm frantically, another may show no response at all. In other words, each child is to select his own method of showing great approval, little approval, etc. The actual questions normally cover one or all of the following areas: money/friendship; religion/morals; family, leisure, politics/social organization; character traits/maturity. After a few experiences, children will enjoy working individually or together in making lists of their own.

  Example questions: How many are an only child?
  How many would keep a dollar found on the playground?
  How many see their father enough?
  How many have thought about the war in Vietnam? (1.12)

*Numerals in parentheses refer to additional objective(s) which the activity may assist in achieving.

- Proud Whip: Ask children to bring in at various times, something that they are proud of, or ask if anyone did something recently that they are really proud of. Allow them to show the object and tell about it or to just talk. (1. 12)

- Positive Focus Game: Trains the student to hear the speaker out (all the way through) and also helps the individual to clarify his feelings.

Starters:
I feel good when people . . . .
I feel bad when people . . . .
I trust those who . . . .
I enjoy . . . .
I would like to be . . . .
My favorite color . . . .

- Rank Order: An opportunity to practice value decisions in the absense of any consequences. After the teacher has introduced the game, the children too, can make up the choices. Each child would write down three alternative choices, usually related to one or more of the value areas: money/friendship; religion/morals; family, leisure, politics/ social organization; character traits/ maturity. One child volunteers to read his list. Each group member arranges these in order of preference. Children read their choices and explain why they made them. At any time a person may choose not to read his list, or read his list and choose not explain why. This is accomplished by simply declaring "I pass". Avoid repetitious responses such as "same as before". It's usually better to have each person read his list.

Examples:
Which would you rather be: wealthy, intelligent, respected.
Which would you rather do: watch T. V., go to a party, study.
Which would you rather be: listless, flighty, uncertain.
Which would you rather be: movie star, teacher, president.

- Interviews: One student in the class volunteers to be interviewed: other students in the class are then allowed to ask him questions about himself. He should answer truthfully or say "I pass". The teacher might be the first volunteer. Interviewee may stop interview at any time. Other class members can then volunteer to be interviewed. (1. 12)

- Perceiving oneself as an individual within a social environment - the groups to which one belongs influence how he perceives and reacts. The groups may be voluntary or involuntary.

Have the students tell to what voluntary or involuntary groups they belong. You might write some categories on the board to stimulate further thought.

INVOLUNTARY

Color of eyes
Color of hair
Color of skin
Height
Health
Strength
Nationality
Birthday
Birthplace
Family
Sex
Weight

VOLUNTARY

Occupation
Social Organizations
Religious Groups
Interest Groups

Discuss which physical characteristics might affect the way you perceive the world and how you react to people and things. Have the class write down some other ideas they can think of and discuss.

Discuss how members of specific voluntary groups act and what they do. Have the class think of various situations in which a member of such a group might react in a different way than a non-member, i.e., how might a boy scout act on discovering a fire.

Ask how might you react to these questions? List some situations which would illustrate the concept of variance of perception due to group membership. For example, being involved in an automobile accident, or being lost in a large city. Have the class create a person who belongs to certain voluntary and involuntary groups and predict his actions or feelings in various situations.

- To show how differently we perceive; show to the class an action picture involving people. Hold it up just long enough for all to look at briefly. Have each child write what they saw and then share their views when all are finished. Discuss the differences and why the class thinks there are differences. (1.6)

- To show how we react individually; set up a real incident using students or teacher. The group should not be aware that the incident is staged or the reactions will not be spontaneous.

Examples: Two students enter the room for some purpose previously established. They have an argument of some kind while they are in the room and then leave. Have the students write what happened and how they felt.

Tape an argument that really doesn't tell why it started, but just hints. Let the class tell what they think happened and why.

Have an argument go on outside the door between two people. Have students write about what they heard and how they felt about it.

Discuss the results of the writing stressing that as individuals we see and hear in different ways.

- To show that we react according to our own identity have several pictures or a list of incidents or situations. Discuss or show how different people would react.

Examples: It's snowing on Christmas Eve. How would each of these people react?

A boy who expects a sled from Santa.
A girl who expects roller skates from Santa.
A family starting on a trip to the country where the roads aren't paved. (The family members might not react the same.)
A man is driving back from a business trip that wants to get home to trim the tree.

Allow students to make up their own situations.

- To show that we as individuals have many identities; discuss questions such as the following:

Who are you?
Are you the same at home and at school?
Were you the same person last year as you are now?
Are you the same this week as last?
Who do you think you'll be next year?

Have the students write a list of the various "roles" that they think they play. Then compare and discuss if each one sees himself as he appears to others.

OR

Have them list the roles they play and see which ones they like the best and how each role differs from the others.

- To show that you have a social self: Let students choose a partner. Each writes a description of the other child and of himself; the way he looks, acts with others, reacts to situations, etc., and then compare the descriptions. Allow the group to talk about differences in how they appear to themselves and how they appear to others. Why the differences? Does this difference create some social problems? How can these problems be lived with? (1.12)

- To show that we react emotionally in many ways: Give out slips of paper with emotional situations and have students either write, state orally, or pantomime how they would react.

- Have each child write or say orally the last time they were really emotional over something that happened and how they reacted. Let the group discuss the reactions. (1.12)

- To show how our physical make up affects our lives: Pose some situations to the group and ask how they think such a person would behave and feel.

Examples: A very small girl is trying to catch her kitten who has jumped on a high fence.

A very tall man must stand up on a bus ride downtown.

A very elderly lady has just had her hat blown down the street by a gust of wind.

A very short boy has a tall sister.

A very tall girl has a short brother.

A husband has a tall wife.

Let the children imagine other situations in which physical characteristics might cause us to see things in a certain way.

1. PERCEIVING

1.2 To perceive such sensory appeals as those emanating from color, design, artifacts, photography, painting, sculpture, music, dance, drama, poetry, stories . . . .

- To show that our senses are stimulated by many things in our environment:

Have students divide into groups and list some things for which they have used their senses to perceive today. Share their experiences.

Show a series of pictures and see how many senses the children think would be used if they were in the picture.

Read passages from some children's literature books and poetry that have vivid descriptions. Let the children imagine what senses would be stimulated by the words.

Bring to class objects that cause a negative or positive reaction of the senses. Display and discuss both kinds of reactions.

Let children bring in their favorite object and describe how it appeals to one or more of the five senses.

Let the class listen to music and relate it to senses other than hearing. Allow them to use their own records as well as school records. For example, what do you see when you hear the drums in this music?

Hold up sheets of construction paper of different colors or say a color name and have the children give the first word that comes to their minds. Discuss different responses and what the children think accounts for them.

Let children listen to short passages from various records and give the color each thinks of as the music is played.

Find passages in children's literature books, and poetry that use color words. Read to the class and discuss why the students think the author used those colors.

- After an art lesson in design or painting allow the children to discuss how the designs appeal to their senses. Ask them how it would feel to the touch, what sounds would it make, how it makes them feel, etc.

- If possible, make a display of sculpture and let the class explore through the sense of touch. Discuss how each feels to them. This might be a lead-up to making their own sculpture in a form that they like to feel and touch.

- Using a book of photographs (Edward Steichen, Family of Man) discuss the appeal to the senses that the photographs create.

- Have children bring Rock and Roll records. Have the class choose one record that they would like to present in a "Sensory Happening". They should plan to use devices that stimulate sensory response, such as lighting effects, additional sound effects, moving streamers of paper, and any other sensory effects.

- Discuss a play or drama with the idea of discovering the author's use of setting, lighting, costumes, and dialogue in order to create sensory response. Allow the children to create their own settings, lightings, costumes, or dialogue that includes similar sensory appeals. This can be on paper, a model or a full size representation.

1. PERCEIVING

1.3 To perceive the advantages of taking criticism graciously.

- Contests with student judges sensitize the judging students as well as those judged. The best points are stressed with constructive criticism for the weak ones.

- In a presentation of any kind, have only three students evaluate. These three serve as critics and the rest of the class is observant not only of the presentation, but also the abilities of the critics.

- Develop a program of self-evaluation by having students evaluate their own work whenever possible (both orally and in writing). They should tell precisely where the work or project can be improved - not just say it is good or bad.

- Set up criteria for good reporting, project or committee work. Let children have a copy of the evaluation standards before reports are to be given. Children evaluate each report and must give some constructive suggestions for improvement. No names are necessary. The results can be summarized and presented to the group. General discussion of the reports should be made so that new ideas for improvement can be developed.

- Have the class make a list of people that they know must accept criticism. Discuss the idea that even though they are criticized, they go on and many times improve themselves because of the criticism.

  Example: President of the United States
  Principal of a school
  Secretary
  Doctors
  Astronauts
  Family members

1. PERCEIVING

1.4 To perceive certain characteristics of the mass media - for example, the immediate and graphic; perspective; opportunities for vicarious travel in time and space; to become aware of what one medium can do that another cannot do.

- Record poetry to accompany a group of illustrative slides from a parent or teacher collection. Students who have access to a camera might develop a series specifically for use with certain titles which they enjoy. (1.6)

- Blending music with words helps children to put feeling into words.

  Example: With music playing in the background have children record:

  Poems they like.
  Stories they have written
  Selections from their reading
  Their feelings and ideas about any chosen subject - The saddest thing in the world, the loudest thing, the ugliest thing, their favorite thing, etc. (1.6)

- "Mike" technique: Lower grades can use a pseudomicrophone and the upper grades could use the school amplifier. Creative stories, book reviews, or reports make excellent topics and, if written ahead of time, allow full stress on the oral delivery.

  A quiz program utilizing any subject matter, review material being best, is a fine use of the "mike" technique. (1.7) (1.6)

- Use pictures with an unusual twist. Ask questions such as, "What happened?", "How could this have been avoided?", "What happened before or after this picture was taken?", or "Who was responsible for this?" This will stimulate children to explore their feelings and search for expressive words.

- Place a list of media on the board:

  photograph
  dance
  speech
  phonograph record
  church bells
  a letter
  a book
  a gesture
  an action
  a fog horn
  telegraph key
  a song
  a filmstrip
  bulletin board
  radio

Have students discuss how each is used to send messages and what kind of message is appropriate for each. Let the class expand the list. (1.6)

- To show the students that they use a variety of media in their daily lives, have them keep a list of the media they use on a given day. Tell them to be alert to uses of all the media. (1.6)

- To explore the relationship between medium and message, have the students tell how they would convey the messages below to the receivers listed. Encourage the students to discuss several media for each message: they should realize that we choose a medium according to the total effect or impact we want to have on the receiver of the message.

Message	Receiver
"I'm sorry I hurt your feelings."	a close friend or family member
"I'm glad to see you."	a friend
"I'm sorry you're sick."	a friend who is ill
"I need money!"	family member
The earth rotates around the sun, and as it is rotating, it revolves on its own axis.	a classmate or younger child
The Taj Mahal is one of the most interesting buildings in the world.	the class

(1.6)

- To stimulate thinking about the relationship between medium and message, have the students discuss the following statement: The medium used to communicate a message can often affect the total impact or effect of the message. Before the discussion, the students can examine the specific situations suggested here:

a. How does the experience of reading a book differ from the the experience of watching a stage, TV, or movie version of the book?

b. In what way does hearing about an event differ from seeing it in person, in photographs, or on TV?

c. In what ways can such media as TV, radio, and newspapers affect events? (1.6)

- During a week make a list of all of the places that the children view or hear of in television, radio, newspaper, films, etc. They can also list the different times that they are exposed to them. The teacher can provide some films, filmstrips, etc. of some historical events during this week. Discuss what wide experiences they have gained by the various media in this world of today. (1.6)

- To be aware that mass media has certain characteristics; discuss the advantages and disadvantages of each media. Each media can be given to a group of students to be presented to the class: television, books, films, tape recordings, filmstrips, movies, live theatre, concerts, musicals, records, etc. After each group presents their report have the groups decide if any media can be combined to create a better effect.

  Example: records and filmstrips
  tape recorder and filmstrips
  musical background to readings (1.6)

- Notebooks can be kept with sections for each media. Pictures from magazines can illustrate the media and information concerning each should be included. Rather than each keeping a notebook, a class notebook might be created. (1.6)

- A media-week might be planned with a different media each week. The teacher and students could gather examples and use each during its week. Bulletin boards could be kept illustrating the characteristics of each.

  Example: Newspaper Week - discuss history of newspaper, various purposes, uses in classroom, effects on readers. (1.6)

- Resource people who deal in various media may be invited to speak to the class to talk about the contribution and purpose of a specific media. (1.6)

- Students should choose a media or combine two or more, plan a message best suited for the characteristics of the media and present to the class.

  Examples: Newspaper: visual, graphic, black and white, spacial limits.
  Radio: auditory, depends on voice quality, uses only words therefore, word choice important.
  TV: visual and auditory, movement, pictorial.

- To show characteristics of mass media: Have students develop new media inventions, how they would work, what it would communicate, and how it would affect their lives.

  Example: Television/Telephone

  Allow students, who would like, to make models of their inventions or make drawings. Collection of these could be taken to other rooms for a demonstration and presentation. (1.6)

- For a period of a month, let the class keep an account of all of the places that they visit through media. Also a record of times and years visited can be charted. (1.6)

1. PERCEIVING

1.5 To perceive that a communication is a transaction that requires at least (1) sender, (2) message, and (3) receiver.

- Older children can tape stories for use in Listening Centers in primary grades. Primary teachers can request specific titles for which upper grade students volunteer.

- To show that in communication there is always a sender, a receiver, and a message: Put three columns on the board - Sender, Receiver, Message. Have on slips of paper in a box situations of communication.

Example: Two boys quarrel over a ball they found. One boy hits the other boy and the one who was hit gives the ball to the other.

You ask your friend a question and shrug of shoulders is the answer.

A doctor writes a research paper and it is published in a medical magazine.

An author writes a book and it is in your school library.

You are in Mexico City for the 1968 Olympics, but you don't speak Spanish. You've cut your hand and you see a sign that is a circle with a red cross.

You want to invite your friend to a party and you call him on the telephone.

A student picks a paper from the box, reads and fills in the columns with the correct answer, reads the situation to the class and the class decides if he is right. An extension of this activity could be telling the media. Let the students write more situations to be put into the box and continue the game.

- To show that gestures are communication: Charades or pantomime can be presented. Then explore with the class:

Who were the senders?
Who were the receivers?
What was the message?
What was the media?
Was this code understood?

- Ask each student to bring the comics page from a newspaper. You may want to bring extra copies for students who do not receive a newspaper in their home. Discuss the following questions with them:

  a. Do some comic strips use pictures more than words? Which ones? How does the greater use of pictures affect you?

  b. Do the funny comic strips differ from the serious comic strips in the way the characters are drawn? In what ways?

  c. How do the funny comic strips make you laugh?

  Have the students draw a comic picture to show an emotion, action, etc. Those who wish can draw a strip to make a more complex communication. See if the class can receive the message.

1. PERCEIVING

1.6 To perceive when the sender is (1) performing, or (2) entertaining, or (3) convincing, or (4) persuading - i.e., moving to action, or (5) inspiring - i.e., elevating the perceiver's feelings, or (6) expressing his own feelings, or (7) doing a combination of the above.

- Debating will tax the resourcefulness of students. It is valuable if the concomitant skills of research and outlining are well established. Sufficient time and help should be given students for the preparation of speeches.

- Using newspapers or magazines, have 7 groups of students find examples of each item in this objective. These can be used as a display on a bulletin board or scrap book.

- Have students write a message that intends to do one of the seven kinds of communication. Read it to the class and have them guess to which one it belongs.

- Divide the class into committees and have each committee contribute to a class communication book that will demonstrate the seven types of communication.

1. PERCEIVING

1.7 • To understand that a large part of the message is the medium and manner in which it is transmitted; that not only what is said but also the way it is said (tone of voice, gestures, musical accompaniment, photographic background) influences the receiver's thoughts and actions.

- Match the tone of voice when saying a sentence with various situations. For example, the phrase "Gee, thanks!" would be said differently in each of these two situations: 1) Your parents have just given you the puppy you wanted very much. 2) Your older brother has just given you a torn sweater that is too small for him. (1.6)

- Match personalities with tone and rate of speech. For example, how would each of the following say "Good morning" to a cowpoke named "Dangerous but Decent Dan"?

  a. A little boy who thinks Dan is the greatest man on earth.
  b. A tough cowboy who doesn't think Dan is very dangerous.
  c. A man who borrowed two dollars from Dan a year ago and hasn't paid him back yet.
  d. A beautiful young lady who thinks his name should be "Dangerous, Decent, and Handsome Dan".

- The teacher can start a story (imaginary) using a particular tone of voice (angry, excited, bored) and call on someone to finish it. If the student finishes in the same tone of voice, discuss why the student did so. If the student changes the tone, ask the class if they noticed a difference or if the story had changed. Let the students get into groups to start and finish stories in various tones of voice.

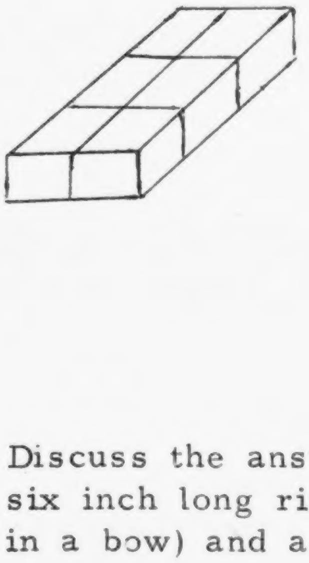
- To show that the way you communicate influences the receiver as well as what you communicate: Read a happy poem with inappropriate background music (Funeral March). Discuss the effect. Read it again with appropriate music. Discuss the effect. (1.6)

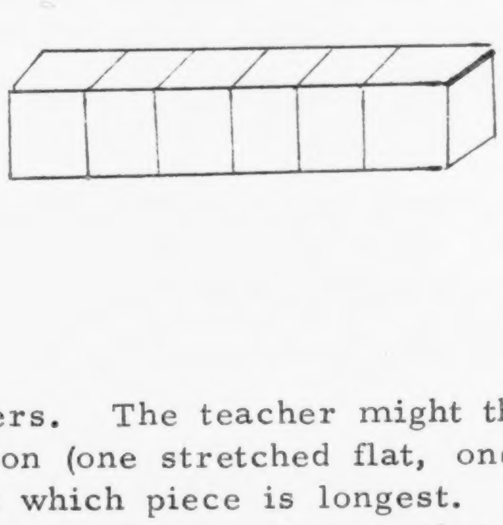
- Discuss how television uses music. Allow the students to experiment when watching television. They can close their eyes and by just listening, see if they can tell what is happening or they can turn off the sound and evaluate the effect. This can be a home assignment and then discussed the next day. (1.6)

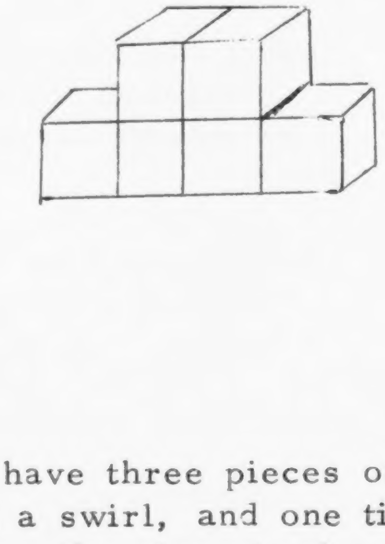
- Have a long-range assignment of watching the various backgrounds or settings of TV programs. Choose a wide variety of programs: news broadcasts, singing, drama, dancing, political speakers, etc. Students could keep a notebook in which they describe what they have observed. After a specified period of time, discuss what they have observed and why they think each background was used. What was the purpose? How does it affect the viewer? (1.6)

- Students could follow up on the above by pretending that they are producers (committees could be used or small groups working together) and decide what kind of program they would like to produce. Decide on a background (setting, music, etc.) and build some kind of model - paint a large picture of the set as it would appear on the television screen. Each should give an explanation of what the producer wants to communicate to the viewer. (1.6)

- A large part of the message is the manner of presentation: Are these illustrations portraying the same number of blocks in each case?







Discuss the answers. The teacher might then have three pieces of six inch long ribbon (one stretched flat, one in a swirl, and one tied in a bow) and ask which piece is longest. Allow the class to demonstrate other examples of presentations that affect receiver's thoughts.

1. PERCEIVING

1.8 To recognize differences between selective representations (art) and the non-selective (reports, candid shots)

- Secure self portraits of well known painters (Picasso, Van Gogh, Dali, Rembrandt). Also find actual photographs of these artists.

  From which pictures can you make any assumptions as to how the artist felt about himself - color, features, background.

  Compare the advantages and disadvantages of each kind of representation.

- Ask children to make factual reports on the subject matter of several art representations brought into the classroom - pictures, sculpture. Compare as to differences.

- Ask children to bring a candid snapshot to school. Can they show that same subject through an art form that will enable the viewer to determine feelings and opinions?

- After children have completed a report, have them express their information in an art form (clay, paint, poetry, drama, etc.) Discuss values of each representation.

1. PERCEIVING

1.9 To perceive motivations behind emotional appeals on billboards, radio, television, etc.; to be able to identify rationalizations and double-talk.

- Have students find testimonial ads that use sports heroes and movie stars to sell products. Refer them to newspapers, magazines, billboards, and TV and radio commercials. After they have had sufficient time to collect several ads, have the students bring them to class. Discuss the following questions with them: What ideas do these ads expect you to associate with sports heroes and movie stars?

- To explore advertising techniques, have the students find out from their family members what brands of the following items they buy, why they buy them, and to what extent advertising affects their buying these brands.

soap
car
television
toothpaste
coffee
hand lotion

- To explore the use of connotation to influence public opinion on public issues, have the students look in newspapers and magazines for editorials on issues that are important to their community, city, state, or the entire nation. Have them bring these articles to class and discuss the language of the articles in terms of connotation.

1. PERCEIVING

1.10 To develop sensitivity to the freedoms concomitant with independence of thought; to be open to a variety of views before deciding wh one accepts or rejects.

- Record a pre-arranged argument that didn't get anywhere, a conversation in which there was no meeting of minds, a complete misunderstanding of the other person's point of view. In small groups have the children discuss:

  The ways in which ideas were expressed
  The strong feelings which blocked thought
  The particular words which aroused hostility or caused confusion.

- Our points of view depend upon the groups to which we belong. Help children list all of the groups to which they belong. Example: home, race, church, organizations, nationality, community, interest, and social. Have children discuss points of view that they have developed as members of these groups.

- To explore the idea that different people perceive objects and events differently, show your class a picture or photograph depicting many people or an action. Hold the picture up briefly, for no longer than a minute. Have each student write down what he sees. Then have the students compare and discuss their perceptions of the scene in the picture. See in how many different ways the same scene has been perceived.

2. LISTENING

2.1 To enjoy listening to sounds around us; songs of birds, children's voices, whirr of toys, tones of musical instruments, bells, sounds of animals, rustle of leaves, etc.

- Fold a piece of cardboard to make a screen on a table concealing a number of items. Suggest to children that they number a paper. Call a number and make a sound. Let the children write down what they think it is. Some ideas for sound makers are: pouring water, bouncing a rubber ball, turning an egg beater, crinkling cellophane, snapping an elastic, letting air out of a balloon. (2. 10)

- Children may work by two's and think up sounds they can use on the rest of the class. When a group is ready, a few minutes may be used each day to develop listening skills. (2. 10)

- Have the children close their eyes and listen to sounds around them, such as: noise from the playground, hallways, noises from the room, etc.

- Have children catagorize sounds under such topics as "Sounds Heard on the Playground" (thud of a ball being thrown into a mit, smacking of a ball and bat). Other catagories might be gym noises, cafeteria noises, classroom noises, party noises, etc. (2. 10)

- Take a tape recorder home and make recordings of kitchen noises, living room noises, outdoor noises, etc. Let the children listen to the tapes and identify the noises. Children, too, can tape noises and bring them to school. (2. 10)

- Ask children to keep a diary over a given period of time wherein each lists all the sounds one can remember having experienced during the day, from the ringing of the alarm clock early in the morning to the playing of the "Star Spangled Banner" on television late at night. (2. 10)

- Have the children close their eyes and see how many sounds they may hear in a two-minute period. Sounds may be restricted to those that were not here when Columbus discovered America, since the covered wagons went West, etc. (2. 10)

- Let children try to produce sound effects as if they were the sound man on a radio program. For example, crinkling of cellophane to imitate fire. Tape recorders or fake microphone could be utilized. (2.10)

- Listening to some records such as "Peter and the Wolf" and "The Sorcerers Apprentice" are widely accepted by teachers as good listening experiences for music instruments. The Jim Handy Organization (Series No. 1750) has put out some filmstrips and records that are enjoyed by children in elementary schools.

- To make children more aware of everyday sounds around them, a tape recorder unit could be worked out where skits would be made up by the class and put on a tape recorder to emphasize the sounds we all take for granted.

- A discussion of old radio programs that were full of drama would be valuable in this area of study. Discuss sound effects used in soap operas, adventure series, and commercials. The class could tape a radio program using sound effects in the drama. Different sounds could be experimented with using many objects or voice sounds of children. Listening to the records, "Memorable Moments in Radio" would be fun and worthwhile listening.

- The district has some records made by professional theatre companies which make for excellent listening activities. One of the best is "The Ugly Duckling" with Denise Bryer and the Atlas Theatre Company. The whole series of "Atlas Tale-Spinners" would be great to have on hand for listening activities that would be good to motivate drama or skit writing, etc.

- The students like to close their eyes and listen to a series of things' the teacher does in front or somewhere in the room. They listen to what the teacher does and then try to tell in sequence what was done. The students can do the same thing.

- Onomatopoeia is a lot of fun to have activities with. Such as asking the kids to put in their own words what spellings they would use for certain sounds such as gunfire, objects dropping on the floor, leaves rustling, whistling wind, death cries, animal sounds, opening and shutting the doors and windows, etc.

2. LISTENING

2.3 To enjoy hearing legends, myths, and folklore.

- Tape or read an incomplete legend, myth, or folklore. Call for endings to the story. Evaluate the suggested endings, suggesting which was most interesting, most logical, most unusual. Then listen to original endings. (2.5, 2.7, 2.11)

- Read aloud and discuss the motifs and characterizations of folktales, ballads, myths, and legends.

  Examples: "The Story of Chanticleer"
  "The Blind Woman and the Doctor"
  "The Men Who Wanted to Kill Death"
  "John Henry"
  "Beowulf's Fight with the Monster Grendel"
  "Pecos Bill and the Cyclone"
  "Echo and Narcissus"
  "Paul Bunyan" (2.2)

- Have the children read and tell to the class an Aesop Fable, an African fable or any other. Discuss the human strengths and weaknesses the fables portray and the lessons they teach. (2.2)

- Allow children to tell to the class fables they already know. How have they learned them? What lessons do they teach? (2.2)

- A large supply of short folklore stories can be found in the book, The Life Treasury of American Folklore, by Life Magazine, available through the Ferguson Library.

2. LISTENING

2.4 To become aware of how interesting words can be - words which rhyme, which are fun to say, which describe, which are "big".

- Take a word such as whale and see how many funny rhymes can be made with it. Children can add a line at a time. (2.2)

  Example: A funny old whale
  Had a tail
  That was hit by hail
  He went to jail
  That funny old whale!

- Use a color that rhymes to describe a thing, like pink sink, blue shoe, red sled.

- Verbal Tennis: Line up pupils in two rows facing each other. The contestants take turns giving out words (or the teacher can do this). The first contestant on the opposite side gives a rhyming word, the next contestant on the first side gives another rhyming word, and so on, words being batted back and forth as long as the words hold out. The first side to run out of words gets a point against it. The side producing the last word starts with the new word and it is given by the one standing next to the last contestant to furnish a rhyming word. The game can also be played with synonyms.

- Funny Bunnies: Two rhyming words are another way of expressing each of the following phrases. Children can make up their own by first thinking of the two rhyming words and then deciding on another way of expressing the same idea.

  Examples: Tale of much bloodshed (gory story)
  Rose dipped in vinegar (sour flower)
  Drinking place high in the Rockies (mountain fountain)
  Sorrowing boy (sad lad)
  Fowl that escaped from its coop (loose goose)
  Well-behaved rodents (nice mice)
  Hobo in the rain (damp tramp)
  Masculine doll (boy toy)
  Timid insect (shy fly)
  Not-so-bright sea bird (dull gull)
  Queer little rabbit (funny bunny)

- A vocabulary contest could be held. Each child could put on the board a "big" word (3 or more syllables) for which he or she knows the definition, and ask the students to define the word without the dictionaries. Later they could look up the word to check on their accuracy of defining the word and pronouncing it. Teams could be chosen. Each team scores a point for each correct definition.

- Build charts of words having one common sound.

  Example: Law/Lawyer, Lawsuit, Lawless

- Play a naming game. Children create names for a car, a whale, a satellite, a baby.

- Describing words can be accented when attention is focused on them solely. Tell the children that you were asked to write a story about them and that you want them to help. Ask each child to think of a describing word. Go around the class and incorporate each word into the story in the order it is given (whether or not it fits). Read the finished story aloud.

2. LISTENING

2.5 To listen to other's ideas with an open mind and to extend to others the courtesies in listening which one expects when speaking.

- After reading aloud stories about heroes (such as John Henry, Beowulf, and Pecos Bill) have small group discussions. Which of the heroes were enjoyed the most? Are there any heroes in the movies or TV that remind children of the heroes? Who are some real-life heroes of today? Why? Do the children agree on which real people are heroes? Why do we admire the people chosen?

- Draw up standards for group discussion such as: 1) Stick to the subject being discussed. 2) Be careful not to say anything that you are not sure is true. 3) If you disagree with something someone else has said, do so politely. A way to better listening habits in discussion is to separate the class into small discussion groups. Designate a leader for each group who will report the ideas discussed in a summary manner. (2.9, 2.12)

- Carry on group discussions arising from natural problem solving situations such as what to observe on a field trip, how to organize the materials in the room more effectively, and what to do to improve study habits. (2.6)

- Develop a chart listing a few guidelines for constructive criticisms, as: 1) Criticisms should be stated positively, 2) Give reasons for each criticism, etc.

2. LISTENING

2.6 To acquire facts accurately and with reasonable ease when they are communicated through speech.

- Give listening tests: Teach the S.R.A. Reading Lab's T.Q.L.R. Technique. Tune-in, Question, Listen, Review. Read a 400-600 word selection followed by 5 or 6 short answer comprehension checks. Selections such as the Reader's Digest Reading Skill Builder stories may be used. (2.7, 2.10)

- Develop together a chart listing a few guidelines for effective listening such as: 1) Keep your eyes on the speaker and your thoughts on what he is saying. 2) Write down the main points of his report. 3) Be ready to ask questions about anything that is not clear to you. (2.5, 2.7, 2.10)

- Ask one child to whisper a sentence, saying, proverb, book title, etc., to the student next to him. This child in turn repeats to the next child until the whole aisle, table, or room has heard it. Last child says aloud what he heard. (2.10)

- Give pupils several topics to listen for. These topics or questions should broaden as the children grow in listening ability. For example, children may first be asked to listen for 1) main ideas, 2) main ideas and supportive data, 3) main ideas and examples, 4) main ideas, supportive data, and examples.

- Listen often for topic sentences of single paragraphs read aloud or played from tapes.

- Begin development of note-taking with a single paragraph of informational material. When note-taking is a new skill, take notes along with the class, then mimeograph the notes or put them on the board so that the children can grow in this skill. (2.7, 2.10)

2. LISTENING

2.7 To acquire skills for criteria listening: i.e., listening for ideas and supporting data; to avoid being swayed by propaganda.

- Read a paragraph to the class. Have several children summarize the main ideas on tape. Paragraphs may be taken from a story-book or any textbook. Replay the tape and evaluate the summaries given. (2.6, 2.10)

- A good "audience type" situation can be provided for listening by inviting a resource person to speak to the children and preparing them for specific things to listen to. (2.6, 2.10)

- Give the class three titles and ask them which one best fits the story or poem to be read to them. (2.10)

- Use motion picture films with creative listening assignments.

  Example: How does the musical score help to tell the story?
  Look and listen for these three important facts.
  Toward the end of the film there is a line which tells the main theme of the whole film. Can you find it? (2.10)

- "Propaganda" individual learning packet available through consultant. (2.14)

- To enable children to understand that authors or speakers are often biased, obtain several books or articles written on a controversial issue. Compare the arguments presented and reasons for them (author's or speaker's background, philosophy, prejudices, etc.) Editorials from the Globe and Post usually report a different point of view.

2. LISTENING

2.8 To select from listening experiences the ideas which are of significance to the problem at hand, and to tune out the extraneous.

- To sharpen children's sensitivity to listening, it is sometimes fun to make a list of such as the following:

WHAT INTERFERED WITH OUR LISTENING TODAY?

The lawnmower outside
People interrupted
An airplane flew over
We were worried about getting our work done on time (2.10)

- Run a short cartoon film, then shut off the sound and have the children tell the story or reproduce the speaking parts while the film is rerun. (2.10, 2.12)

- Play musical chairs, but sit for different reasons; for example, when a specific instrument is heard. (2.10)

- Have children dramatize action poems while they are being read.

Example: "Casey at the Bat" by Ernest L. Thayer
"Stopping by Woods on a Snowy Evening" by Robert Frost
"Fog" by Carl Sandburg
"A Visit From St. Nicholas" by Clement Clark Moore
"The Duel" by Eugene Field
"The Landing of the Pilgrim Fathers" by Felicia Dorothea Hemans
"Barbara Frietchie" by John Greenleaf Whittier
"The Flag Goes By" by Henry Holcomb Bennett
"The Pied Piper of Hamelin" by Robert Browning
"The Leak in the Dike" by Phoebe Cary (2.10, 2.11, 2.12)

2. LISTENING

2.9 To change one's own behavior (decision-making, acquisition of concepts, attitudes towards individuals or groups) as a result of effective listening.

- Read aloud a detailed description of an automobile accident. Let the children pretend to be bystanders who saw the accident happen. Let each write or tell exactly what happened. After reading the items, select the widely divergent reports and read them to the class. (2.6, 2.7, 2.10)

- Ask your class to listen to a television performance in the evening and the next morning choose four as reporters. While one reporter explains exactly what happened on the program, the other reporters remain in the hall out of earshot. As soon as a reporter is finished with his story, let the next come in with his report on the same program. After the four have reported, let the class judge the accuracy of the reporting of each. (2.6, 2.7, 2.10)

- Record a prearranged argument that didn't get anywhere, a conversation in which there was no meeting of minds, a complete misunderstanding of the other person's point of view. In small groups have children discuss:

  Ways in which ideas were expressed.
  The strong feelings which blocked thought.
  The particular words which aroused hostility or caused confusion.

- Pull resource people from the community who represent varied backgrounds and points of view. For example, occupational, racial, handicapped, religious, and social groups. After presentation, children could break into small groups to express their feelings with resource person participating.

2. LISTENING

2.10 To develop ability to select the level of listening (marginal, appreciative, attentive, critical) appropriate to a given situation and to flexibly apply these different skills implied by the levels involved.

- Children spend large blocks of time listening to television. This listening can be put to good use by assigning children optional homework such as the following:

  Examples: The television awards will be given tonight. Here is a sheet which tells in what catagories the awards will be made. See how many of the blanks you can fill in.

  It is difficult to produce mob scenes on TV due to the small screen area. See how "Treasure Island" is produced tonight to give the illusion of a mob during the mutiny.

- Listening signs placed around the room can help to develop listening habits.

  Example: What did you hear today?
  The magic word today is TIME. How many times will your teacher say it during language period?
  Listen: What is the new sound in our room?

- Have the children clap for various reasons when they are being read to. For instance, clap for every word that is a noun or for every word that begins with a certain sound. (2.8)

- Whisper ten sentences, words, or sayings; each in a softer voice and children try to see how many they can hear. (2.8)

- Fruit Basket Turn Over: Give each child the name of a fruit. One child becomes "It". He calls the names of two or more fruits. The fruits called exchange seats. "It" tries to get into one of the vacated seats. The person remaining without a seat is "It". Every once in a while "It" shouts "Fruit Basket" at which time, everyone exchanges seats. Variations of the game may be played on many occasions, such as the beginning of the year when everyone is learning the names of classmates, or on Halloween when each child may be assigned an appropriate name. (2.8)

- Keep Talking: Some children are each given a phrase. At the signal from the teacher, Child #1 begins a story trying to include his phrase in his story without giving it away to the rest of the group. The teacher taps a bell every thirty seconds and the next child must keep talking, picking up where the first child left off, and trying to include his phrase in the story and so on until all the group has had a chance, whereon, they start at the beginning again.

- In sight of the whole class let a pupil perform five unrelated actions: 1) Stand in the middle of the floor and whistle three short blasts; 2) Go over to the window and write with his finger on the pane; 3) Go to his desk and frantically search for something; 4) Stop to straighten his shirt; and 5) Laugh excitedly and tiptoe out of the room. See how many people can list his actions in sequence. A variation is for the teacher to list the unrelated actions and then ask a student to carry them out.

- Play records and let the children paint, draw, or write while the music is playing.

- Listen to recordings or stories and dramatize the ideas suggested.

- Oral sentences are scrambled and children arrange them in correct order. They make up scrambled sentences for each other.

- Read a short paragraph containing several words that have the same or similar meanings. Children pick out the words that mean the same. Encourage them to write paragraphs of this nature for each other.

2. LISTENING

2.11 To react sensitively to poetry and prose: to develop aesthetic taste.

- To provoke creative thinking with choral speaking, give the children a poem which lends itself to many adaptations and allow them to work in small groups to explore various ways of presenting it. The ideas are shared after each group has worked out its pattern for presentation.

- Share with the class examples of worthwhile prose and poetry. Discuss the elements of literature present in each selection or passage. (See also Writing objective 5.7) Share poor prose and poetry as well as the good to enable children to become better judges in their future reading experiences.

- Record poetry to accompany a group of illustrative slides from parent or teacher collections. Students who have access to a camera might develop a series of slides specifically for use with certain titles they enjoy.

2. LISTENING

2.12 To be silent occasionally and to know when to be silent; to realize the values of listening rather than speaking.

- To the children, read stories which have plots constructed around a breakdown in communication due to faulty listening. Discussion of these stories will help bring out the need for careful listening.

Example: "Espaminandos"
"The Tar Baby" by Joel Chandler Harris
"Henny Penny" Fairy Tale
"Lazy Jack" English Folk Tale
"Rumpelstiltskin" Grimm Fairy Tale
"Bambi" by Felix Salten
"The Midnight Ride of Paul Revere"
by Henry Wadsworth Longfellow
"The Forty Thieves" (from Arabian Nights)
by Andrew Lang
"You Can't Please Everybody" an Aesop's Fable
"Ask Mr. Bean" by Marjorie Flack
"The Emperor's New Clothes" by Hans Christian Anderson
"Alice in Wonderland" by Louis Carroll
"Gerald McBoing-Boing"
"The Nightingale" by Hans Christian Anderson
"The Tale of Peter Rabbit" by Beatrix Potter

- The teacher gives a certain child a role to play in a creative or stereotyped family discussion. A table could be used as a prop symbolic of a dinner table or coffee table. One child could be a father or some domineering character who will not change his or her point of view because of being a "know it all" or an older person who will not listen to a less experienced person. Another student could represent a shy child. Another a "diplomatic listener", etc.

- The subject of conversation could be one chosen by the class or by the teacher, such as long hair, pop music, race prejudice, television, movies, democracy, Communism. Role playing with different characters in different environments or atmospheres can be used to illustrate when a person should keep silent or participate in a discussion.

- Have a discussion with the class about what people do to one another that is annoying. Let the children express their views about the listening habits of their friends, family, and themselves. Then capitalize on the students realization that someone needs to really listen instead of thinking of what they would like to say.

- The rewards of being silent and listening during such personal experiences as still hunting, a quiet stroll through the woods, etc., could be talked about.

2. LISTENING

2.13 To be able to decode manner or mode as well as content of a message (e.g. humor, sarcasm, romance, tragedy, etc.)

- Tape record discussions or presentations. Listen and evaluate such things as clear speech, phrasing, and voice inflections.

- Discuss the emotional meaning of words. Have students take turns telling about something they like to do, others something they have to do but do not like. Write on the board words used that show ways of feeling.

- Have other teachers who are excellent oral readers to make tape recordings of interesting, informational material, poetry, or plays. This will give children experience in listening to a wide variety of voices, inflections, and tempos.

- Ask a child to talk into an imaginary telephone. The children try to guess what the person on the other end of the line is saying by listening to the one-sided conversation. (2.10)

- Say each sentence below in several different ways indicating that you are begging, demanding, whining, curious, indifferent, etc. Let the children infer the situations from your tone of voice.

  Example: I don't want any.
  Please come home soon.
  Are you sure?
  Help me.
  Is that necessary?

- Match tone of voice when saying a sentence with various situations. For example, the phrase, "Gee, thanks!" would be said differently in each of these two situations: 1) Your parents have just given you the puppy you wanted very much. 2) Your older brother has just given you a torn sweater that is too small for him.

- Say sentences in different ways to show different meanings through use of voice stresses. For example: I gave her cat/food. I gave her/cat food. I/gave food to her cat. I gave cat food to her.

- Have each pupil write a one-page story. To help the children get started, you might write a list of topic suggestions on the board, or write words to prompt them (such as hurricane, wild animals, mountain climbing, island). Let the students exchange stories for reading aloud. After each story is read, ask the author if the tone of voice of the reader matched the one he had imagined. Discuss differences in stress, pitch, and pause between the two versions.

2. LISTENING

2.14 To be able to identify the language devices used by an advertiser in making his appeals - e.g., slogans, jingles, repetition, tone of voice, loaded words, analogy, association of images and status symbols, etc.

- Let individuals or teams mimic their favorite radio or TV commercials. A discussion of reasons for their likes will bring out the devices used by the advertisers.

- Have children invent a product of their own (a cereal, skin soap, detergent, toy, etc.). Let them design the package, write a radio advertisement, make a series of slides to represent a TV commercial, design a newspaper or magazine advertisement, etc. Encourage the use of as many advertising devices as possible.

- Tape numerous and varied radio and TV commercials. As children listen to the advertisements, let them write down the devices used in each. Newspaper and magazine advertisements could also be used.

2. LISTENING

2.15 To develop critical taste - e.g., to prefer the authentic and the imaginative over the stereotyped and contrived in movies, TV, and other media

- To teach what a stereotyped character or situation is a teacher could give examples of the old style villain with the curled mustache, beard, and black cape, or the good guy who wears a white hat and rides the prettiest horse. After these obvious types of examples the teacher could point out more subtle types of stereotypes.

  Examples: Maxwell Smart in "Get Smart" (from James Bond movies)
  "Beverly Hillbillies" (illiterate hillbilly) "Step-n-fetch-it".
  "The Old Maid School Teacher"
  Modern music groups with their long hair

- Have children discuss such stereotyped people as ministers, nuns, doctors, Indians, Negroes, Mexicans, Irish, Japanese, etc. Prejudices?

- Movies and TV programs could and should be used in this area as prime examples. Books could be used also that are popular with children by discussing such stereotyped characters as George Washington, Abe Lincoln, Daniel Boone, etc.

- Comic book characters could be studied and discussed like Superman, and Tarzan, or Tubby.

- After teaching lessons about stereotyped people or situations it would be time to bring in actual experiences in life that make stereotypes appear silly or wrong in their concept.

  Books like "All Quiet on the Western Front" and "Red Badge of Courage" are excellent examples of the authentic reality of war to compare with stereotyped programs like "Rat Patrol" and "Combat" on TV. Film, "The Real West" narrated by Gary Cooper is good. Available through County AV.

- Discuss escapism as compared with reality in entertainment. Escapist movies and novels could be compared with those that try to show reality.

  Example: The realism of "Adam-12" as opposed to "Get Smart".

- The imagination of a person listening to radio is much more active compared to that of a person watching a movie or TV. (Bill Cosby has a very funny record out, "Wonderfulness", in which he does a rendition of a child listening to a program like "Lights Out" or "Inner Sanctum") Records made by professional theatre groups could be used as could dramas with sound effects taped by small groups of children.

2. LISTENING

2.16 To cultivate a balanced media diet; to develop criteria for tuning in or tuning out.

- Examples of columns by such critics as Rich Dubrow, Miles Standish, etc. could be cut out of papers and brought in to read to the class. Discuss their style of writing, their stress on originality and uniqueness in entertainment as the criteria for a good rating.

- Cut out TV polls and audience ratings of TV programs. Discuss Gallop polls and methods used to get the "feeling" of the public on certain issues or programs.

- Children could set up a poll taking of their own and take a census of opinion of a "control group" and rate, score, or derive a conclusion from the facts they gather. A telephone or door-to-door polling could be set up by the class and teacher.

- The inaugural TV programs of the new season this fall could be evaluated and criticized by students. The teacher could then evaluate the criticisms as to whether the criticisms are positive, negative, or constructive. The class and teacher could discuss their opinions of the program.

LISTENING

THE FOUR BASIC TYPES OF LISTENING ARE:

1. Attentive Listening

   This is the type of listening where most distractions are eliminated and the attention of the listener is focused on one person or one form of communication.

2. Appreciative Listening

   This is the type used when one listens for enjoyment. It is not as concentrated as attentive listening. The listener is more relaxed.

3. Analytical or Critical Listening

   This is attentive listening for the purpose of responding in one way or another. The listener must think carefully about what he hears.

4. Marginal Listening

   This is the kind of listening where there are two or more distractions present.

3. SPEAKING

3.1 To speak spontaneously and easily with others; to speak freely when there is something significant to be said.

- The extemporaneous speech is presented without time for extensive planning and is regarded as a "speech experiment".

Examples: Quotations by famous people/Why I agree or disagree:
"You must look into people as well as at them"
Lord Chesterfield
"No man is an island, entire of itself"
John Donne

Two Words/How these two words are related:
handle/fear friendship/argument

Questions/Answer the question:
Have you ever been afraid?
What was the most exciting moment in your life?

Introductions/Pretend you are asked to introduce a famous speaker - what would you say as you introduced:

Mark Twain	Johnny Carson
George Washington	Neil Armstrong

Extra! Extra!/Cut unusual headlines from old newspapers. The speaker uses the headline as the topic for his speech.

Sales Talks/Many pupils do well and employ many good oral techniques when selling imaginary products.

- Discussion Topics: To develop oral expression, an "exploratory" type of discussion group is best. The purpose of these groups is not to arrive at decisions but to help each member explore ideas and discover meanings through interaction with other people. (3.9, 3.5)

Answering questions to which there is no specific answer/Example: Why did people move westward in the United States?

Giving opinions about current issues/Example: Should we continue spending money on space exploration?

Solving a problem/Example: How can our class help to promote better playground relationships?

Talking about ideas and feelings/Example: What makes you happy? Would you like to live the life of the President?

Discuss the suitcase or travel bag that is sitting on the teacher's desk/Example: Its owner; where it has been; what is in it and why; where it is going.

- Ask children for names of radio and television commercials they remember. Stimulate discussion of why anything is advertised, are advertisements true, and why the advertiser is willing to pay for radio and TV time.

- Place in plain view of class, several objects: Brick, spoon, scotch tape, shoe box. Ask students to think of what can be done with any of them. Let their answers come fast, out of turn, no answer wrong. Look for imaginative ideas.

- Wordless Books: In the Wordless Book the child creates literature himself, usually in an impromptu approach. A teacher can prepare a paperback booklet which may bear the title "The Wordless Book", or other titles may be used, each of which suggests a story or a specific theme. (3.7)

- A Story Club: This club could meet weekly and would provide opportunity for parliamentary procedure and development of story telling skills. Allow pupils to tell their favorite stories during these meetings. (3.7)

- Have a group of four imagine themselves as a group of friends who are going to have a spontaneous conversation prompted by a statement made to them by another friend, a player.

- Panel Discussion: Use pupil moderator and large panel with a question period afterward for student audience; or, allow the student audience to question panel members during the whole discussion. The moderator should be directed to summarize conclusions. This provides opportunity for review periods of geography or science.

3. SPEAKING

3.2 To enunciate clearly distinguishable phonemes; to project and modulate appropriately - See activities under 3.8.

- "Mike" Technique: Lower grades can use a pseudomicrophone and the upper grades could use the school amplifier. Creative stories, book reviews, or reports make excellent topics and, if written ahead of time, allow full stress on the oral delivery.

  A quiz program utilizing any subject matter, review material being best, is a fine use of the "mike" technique.

- Older children can tape stories for use in Listening Centers in primary grades. Primary teachers can request specific titles for which upper grade students volunteer.

- Children will enjoy saying together short poems which stress clarity of enunciation. See poems under 3.7.

  Prose should not be ignored as a source of excellent material for speaking together. The Gettysburg Address is a beautiful piece of American literature.

3. SPEAKING

3.3 To express observations, experiences, and feelings.

- Blending music with words helps children to put feeling into words.

Example: With music playing in the background have children
record: Poems they like
Stories they have written
Selections from their reading
Their feelings and ideas about any chosen
subject - the saddest thing in the world,
the loudest, the ugliest, their favorite, etc.

- For verbal expression, teacher can lead the group by having children close their eyes while a sentence is read.

Example: The brook ran through the meadow past the mill.

The children describe what they see. During this activity, they will feel the need to add several words to the sentence to communicate their word picture to others. Discussion might center around the necessity for adding words.

- Give each child a sheet of drawing paper and some crayons. Ask the children to interpret the sentence, "The house stood on the hill under a tree", through a drawing. Place them before the class and discuss. There should be a great deal of variety in the interpretations. Discussion should then center on how an author would paint a picture with words instead of brushes. Stress the importance of communicating a definite picture of the house. Children should feel the need for adding more words. Example: "The low, rambling, ram-shackle house stood on the gently sloping hill under a tall elm tree." The children should then choose one of the sentences they wish to interpret and another picture should be drawn. This time, there should be more of a similarity among the pictures.

- Go for a short walk around the school. Come back in and ask what colors they saw. (This can be varied by asking for shapes, sizes, etc.)

- Take the class outside for the purpose of listening for everything they can possibly hear. Space them over the area and have them write what they hear. Come inside after a short period and discuss what they all heard. The teacher should be considered a part of the group. The same can be done for sight, touch, smell, etc.

- Observations by the children can be made in the room by giving a few minutes for observation, then closing their eyes. State what is to be remembered and discuss. Children can conduct their observation game themselves.

- Ask the children if they have a need or special feeling on a day marked by special weather. This will give rise to discussion on: 1) Kind of day 2) How it makes us feel 3) Personal experiences in wind and rain 4) Physical reactions to summer and winter.

  Interest is stirred in discussion of the effects of certain colors: 1) Dark gray curtains depress me. 2) An all green room chills me. 3) Red makes me think of quick action.

3. SPEAKING

3.4 To take part in an informal exchange of ideas with others; to consult with others in formulating plans.

- Have your class work in committees to plan an Old Toy Sale. Oral communication will be of prime importance as children plan displays, advertisements, making announcements, determining the prices, and handling sales. An oral evaluation should follow the project. (3.2)

- Ask children for names of radio and television commercials they remember. Stimulate discussion of why anything is advertised, are advertisements true, and why the advertiser is willing to pay for radio and TV time.

- Discuss the problems facing an educated, modern family, who find themselves in a primitive environment without manufactured goods. Have students suggest ways in which the family could strive for survival.

- Simulate a state government. All children should participate by serving in some official capacity, at some time during the year. This would serve as a framework for committees which would deal with classroom policies, procedures and problems.

- Working in small groups, children attempt to work through a plan to solve the following problems.

Examples: If there were no telephones how would you communicate quickly with someone many miles away?

You walk home from school and realize you had ridden your bike that morning. How can you get it home without another session of walking?

The letter is in the mailbox, and you recall you didn't address it. Now, what do you do?

How many books are there in your school?

How far is it from your house to the school?

- Informal Discussion Topics: Answering questions to which there is no specific answer. Giving opinions about current issues. Solving classroom problems. Talking about ideas and feelings.

3. SPEAKING

3.5 To question as a way of learning.

- Debates: This activity will tax the resourcefulness of students. Debating is valuable if the concomitant skills of research and outlining are well established. Sufficient time and help should be given students for the preparation of speeches.

- The inquiry method has drawn attention to the significance of question asking as a part of the thinking act. **S**tudents need experience in asking penetrating questions.

"Twenty Questions" and "Animal, Vegetable, or Mineral" are games which encourage question asking.

What Questions Would You Ask? Given a specific situation, the student is requested to decide what question should be asked. Suggested questions are compared and discussed as to their merits.

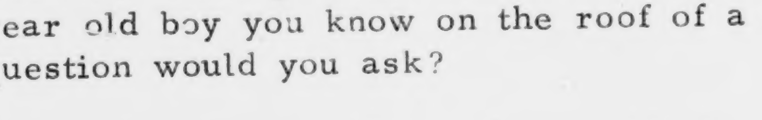
Examples: You are walking down the street when you notice a six year old boy you know on the roof of a house. What question would you ask?

You are downtown alone when suddenly you find that you have lost your money. What question would you ask?

One of your classmates is missing when the bus comes to take you back to school after a field trip. What question would you ask?

- Pose some thought provoking problems such as the following:

Example: There were five men wearing five hats. They are standing in a line. Each can see the men's hats in front of him, but cannot see his own. The colors of the hats are two (2) blue and three (3) red. Their problem was that each must discover what color his own hat is. (Draw illustration on the board)



When asked what color their own hats were, the conversation went this way:
#3 - "I don't know what color my hat is".
#2 - "I don't know my color either."
#1 - "I know my color."
Nothing else was said by the men except the above conversation.

PROBLEM: How does #1 know his color? What color is his hat? (Red)

SOLUTION: There are four possibilities for colors for numbers one and two.

a. #1 #2 #1 #2 #1 #2 #1 #2
(red, red) (red, blue) (blue, red) (blue, blue)

b. Number three elininates (blue, blue) when he says, "I don't know".

c. Number two eliminates (blue, red) when he says, "I don't know either".

d. Therefore, number one must have a red hat.

Lead the class to try to list possible alternatives or in some way to arrive at the four possibilities stated above. They must base their answer on logical thought using the elimination of alternatives. This problem could be left on the board for a day or so, to give the students a chance to ask questions which would lead to their formulation of possibilities.

- To develop the necessary respect for the questioning attitude both in ourselves and in our students make it plain to the class that good questions have value. A large box can be covered with question marks in which a child can at any time, insert a card or sheet of paper on which a question which puzzles him is written. Each week a time can be allocated for answering these questions or for discussing them with the class. Those questions which do not produce a ready answer can be researched by volunteers who report their findings at the next question period.

- Set up any game or puzzle that stresses finding a solution by asking as few questions as possible.

Examples: Think of a number between 1-100. Divide the class into 2 groups, giving one member of each group the number and this person counts the questions asked by the group. The rest ask questions that can be answered by yes or no until the number is guessed. The team with the fewest questions wins. Discuss what questions are more useful and why.

Think of a geographical location related to a social studies topic and conduct a question game.

3. SPEAKING

3.6 To express one's self or to express one's interpretations in play acting, story telling, poetry reading, etc.

- Puppets can be used in many ways to help children develop good speaking habits. They can be used to carry on conversations, practice correct word usage and create characterizations. Many times children will invent a puppet to help him solve a life problem with which he is closely identified.

- Older children can tape songs or poems for use in Listening Centers in primary grades. Primary teachers can request specific ideas which upper grade students volunteer to complete. (3.3, 3.4)

- Record poetry to accompany a group of illustrative slides from parent or teacher collections. Students who have access to a camera might develop a series of slides specifically for use with certain titles which they enjoy.

- As children tell stories they develop an awareness of word pictures, color words, action words, and sound words. There is careful attention to distinct speech with emphasis on the pronunciation of syllables and word endings. Pictures are always good starters for telling a story.

Examples: Use pictures with an unusual twist. Ask questions such as, "What happened?" "How could this have been avoided?" "What happened before or after this picture was taken?" or "Who was responsible for this?" This will stimulate children to explore their feelings and search for expressive words.

In pictures of food, children can discuss how it would feel to be a particular fruit, or vegetable.

Have children develop a dialogue that is taking place among the people in the picture.

Over a large picture, hang a piece of oaktag which has a small hole in it revealing only a part of the picture. The caption, "What is it?" creates the motivation for a discussion.

There are many pictures which can be partly covered and by so doing, the whole idea of the picture is changed. Cover part of the picture and ask, "What do you think the bottom of this picture is about?"

- Take any opportunity to bring professional readers or older students into your classroom to read. The children can then try reading the same passages aloud, remembering some of the feeling they got from hearing the lines read well. (3.8)

- Take one basic idea such as an orbital flight into outer space, a current event, or a school event. Divide the class into several groups and have each group communicate the idea in a different manner. One group might do it through dance, one through dramatics, one through speaking, one through poetry, and another through pantomime.

- Choral Speaking: Choral speaking is especially effective because all children become involved. All children need to say words in order to acquire them, so they may be used later in their creative writing, reading, and spelling. (3.8)

  To provoke creative thinking with choral speaking, give the children a poem which lends itself to many adaptations and allow them to work in small groups to explore various ways of presenting it. Then ideas are shared after each group has worked out its pattern for presentations.

  Children will enjoy the following short poems which stress clarity of enunciation:

  Examples: A sleeper from the Amazon
  Put nighties of his gra'mason -
  The reason, that
  He was too fat
  To get his own pajamason.

  I saw Esau sawing wood (pause)
  And Esau saw I saw him; (quickly)
  Though Esau saw I saw him saw (pause)
  Still Esau went on sawing.

  A tutor who tooted the flute
  Tried to tutor two tooters to toot.
  Said the two to the tutor,
  "Is it harder to toot, or
  To tutor two tooters to toot?"

  The noble Duke of York (majestically)
  He had ten thousand men.
  He marched them up a very high hill; (quickly)
  Then he marched them down again.
  And when he was up, he was up; (quickly)
  And when he was down, he was down: (quickly)
  And when he was only halfway up
  He was neither up nor down! (distinctly)

Prose should not be ignored as a source of excellent material for speaking together. The Gettysburg Address is a beautiful piece of American literature. (3.8)

Tell the story of Wanda Gag's Millions of Cats, with a chorus coming in on the repeated words which add so much to the story:

Example: Hundreds of cats, thousands of cats, millions and billions and trillions of cats.

- Pantomime: These are good dramatic activities to begin with; although pantomiming uses no language. Pantomime does include language, as the children plan and talk about the roles.

Examples: Guess What I'm Doing: Ask students to mime an activity as others try to identify the activity depicted.

Peeling a banana and eating it.
Unwrapping gum and chewing it, blowing bubbles.
Opening an umbrella as it suddenly begins to rain.
Person being bothered by a mosquito or fly.

Interpreting Situations: Briefly sketch a situation in pantomime. Have several groups try the same topic to see how the interpretation develops. Students enjoy suggesting situations.

Showing a bad report card to Mother and Dad.
Two children watching puppies in a pet store window.
Boy finds money, runs to store, buys candy.
Child breaks vase, runs to hide.

Place five objects in a bag. Pass the bags out to groups. Each group will pantomime play using all five objects.

Compose a sentence in your mind and then try to communicate it to the class entirely by gesture and pantomime; a request, a command, a question, or a comment about a situation. Have the class try to "read" what the actions say. Allow the children to take turns.

Mirror Exercise: A faces B. A is the mirror, and B initiates all movement. A reflects all of B's activities and facial expressions. While looking into the mirror, B takes a simple activity such as washing or dressing. After a time, reverse the roles with B playing the mirror and A initiating the movement.

Play Ball: The group first decides on the size of the ball; and then the members toss the ball among themselves on stage. Once the game is in motion, the teacher/director calls out that the ball is becoming various weights.

Involvement in Two's: Two players - players agree on an object between them and begin an activity with it (as in Tug-O-War). In this case, the object they choose determines the activity, e.g., spreading a sheet, pulling a blanket between them in bed, taffy pulling, etc.

Involvement in Three's or More: Three or more players - group agrees on an object which cannot be used without involving all of them. They are to participate in a joint action in which all move the same thing.

One player goes on stage and starts an activity. Other players join him, one at a time, as definite characters, and begin an action related to his activity.

Difficulty With Small Objects: Single Player/ Player becomes involved with small object such as opening a bottle; opening a stuck purse; forcing a drawer open. Single players can also become involved with a piece of clothing such as, stuck zipper on back of dress; tight boots; a ripped lining in a coat sleeve.
Two or More Players/Same as above, except it involves more people.

How Old Am I?: Teacher/director sets up a simple "where" preferably a corner bus stop. Player writes down age on slip of paper and hands it to the teacher/director, before going on stage. Player comes on stage and waits for bus. Each player is given one or two minutes to communicate his age.

What Time Is It?: Bare stage/single player/no detailed "where". Player writes a time on a slip of paper and hands it to teacher before going on stage. Player should attempt to communicate the time through his actions.

"Where" Through Three Objects: Single player goes on stage and shows audience "where" through the use of three objects such as "where" - greasy spoon restaurant; objects - juke box, dining counter, phone booth.

On the Spot: Teams of four or more write out on individual slips of paper, a Where, Who, Time, Weather, etc. Papers are then put into individual piles according to categories, and each team picks a slip from each pile. Each team develops a scene by combining the information set down on these slips of paper.

Emotion Game: Entire group/One player starts game, which can be enlarged to include other players. He communicates where he is and who he is. What happens to him should be around a disaster, accident, hysteria, grief, etc. Other players enter the scene as definite characters, set up relationships with "where" and "who" and play the scene, for example, where/street corner; who/elderly man; what/car hits man as he crosses street. The old man tentatively steps into the street. He is hit by a car and falls screaming to the ground. Other players enter as driver of car, police, friends, passerby, ambulance driver, doctor, etc.

3. SPEAKING

3.7 To make effective use of pitch, stress, facial expression, and gesture in order to make one's speech more interesting.

- To evaluate the student's understanding of tone and voice, write on the chalkboard a list of words and sounds such as: "Oh; Ah; Yes; No; You're right; Good night; Mr. Miller." As a group, have the students read these words and sounds aloud, in a monotone, implying no particular meaning. Then ask various students to read the words and sounds in different tones of voice. Can the other students guess the emotional attitude being conveyed?

- To strengthen the student's understanding of the concept that tone of voice affects meaning in spoken language, and to strengthen their powers of inference, pose a situation such as this:

Example: You know that Jeffrey and his little brother are in the next room playing with Jeffrey's new model airplane. You also know that this model airplane is made of very light wood. Because the wood is light, the airplane can stay in the air for a long time. Also because the wood is light, the plane is easily breakable. You hear Jeffrey say, "How did you do that?" You hear his little brother reply, "I don't know."

Read the situation aloud to the students twice. The first time, give Jeffrey's voice an angry tone and his little brother's voice a sad, frightened tone. The second time, give both voices a tone of amazement or surprise. After each reading, ask the students to infer the rest of the situation (what happened) and to infer the way the characters are feeling. Allow children to create a situation in which tone affects meaning.

- Write sentences on the board and have them read with a variety of voice tone (emotion or feeling). After saying a sentence, have the student tell what situation in which it would be appropriate. Then let the class make their sentences and situations.

Examples: Is that true?
Look at that.
No, thank you.
Yes, I'll go with you.
Come over here.
Sorry, I can't.

- Write some sentences on the board to be read by the class. The sentences should be read with stress on a different word in the sentence each time it is read. Discuss how the meaning of the sentence changes when different words are stressed. The teacher may have to give an example such as: You need that - You as a person have need of that?
  You need that - You have a lack?
  You need that - You need that certain thing?

  Examples: This is my house.
  I have a new coat.
  Look at the sky.
  It's not too late.

  Be sure to have the students explain how the sentences change meaning with each stress change. Continue, letting the class make the sentences. A thought provoking idea might be to have the children see if they can make a sentence that does not change with stress.

- To show that a pause or juncture affects the meaning of a sentence, write on the board: "I scream". Have a child read this statement. Have them tell where they pause as they say the words. See if someone can pause in another place and make a meaningful utterance. (ice cream).

  Discuss that voice pause can change the meaning of what is said. Give another example orally such as: "John Henry is coming" and "John, Henry is coming." Have the students tell where the pauses are and how it changes meaning. Continue with other sentences such as: "Mrs. Jones the singer is here", "I called her Sunday", etc. Encourage the children to bring in any new phrases that follow this pattern.

- Have the children read these sounds. (grā/dā or grād/ā) See if they can see the meaning that is understood when the pause is placed in a different spot. (Gray day - Grade A) Using the symbol, /, to indicate pause or juncture, write a few sentences on the board and have the students say the sentences and put the symbol where they think it belongs for meaning.

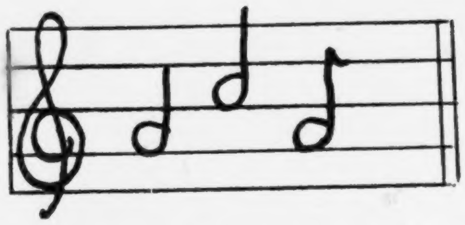
  Examples: I saw a slow/horse race.
  I saw a slow horse/race.
  I belong to a small/ballplayers club.
  I belong to a small ballplayers/club.
  We needed rain - We need a drain.
  An aim. - A name.
  She gave her/bird seed. - She gave her bird/seed.
  What's that ahead? - What's that? A head?

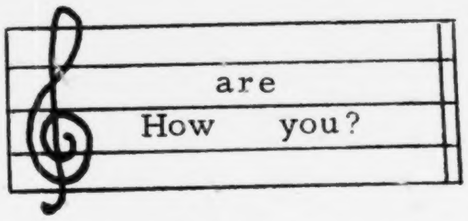
- How juncture changes meaning often has amusing results. In what situation might the following have been appropriate?

Examples: "I will not hit any, Mother", she said sweetly.
"I will not hit any mother", she said sweetly.

"How will you help me?" he asked.
"How! Will you help me?" he asked.

- To explore pitch as a signal of meaning; discuss what pitch is in music and see if the class can relate the high and low sounds of the voices to musical pitch. Show a pitch diagram on the board and discuss:





Ask the students to see if they can think of another way to arrange the words that gives another meaning.

Put this sentence on the board: "Here comes Albert". Allow students to experiment with pitch by saying this sentence as if: Albert were your friend. Albert were a monster ten feet tall.

- Using other sentences and situations, have the students raise and lower their hands as the pitch changes. Allow the students to make up other patterns of pitch changes.

Examples: That's Joe's sister.
You're tired.
That's his bicycle.
Tommy's sick today.
It's two o'clock.

As the sentences are read have the students put the words on the pitch diagram. Let them discuss their diagrams and the meanings each implies.

- Tape several samples of student speech in the classroom. Analyze these samples, sentence by sentence, to note pitch which is recorded.

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            2    1    1     4      3     3
Example:    What are you doing here, Jim?   (4 is high - 1 is low)
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Work with several sentences on the board first so that disagreements can be discussed and the tape replayed to check point made.

- Compare the different variations of pitch and stress possible in a simple interjection or phrase.

  Example: All right. (say it with anger, annoyance, agreement, reluctance).
  Please
  Go ahead and take it!
  Yes
  No

- Heteronyms provide provocative material for comparison of stress or accent as in these sentences.

  Examples: Did you present Mrs. Smithson with a present?
  Should a rebel rebel?
  Are you content with the content of his remark?
  That magician standing in the entrance will entrance you.

- To reinforce the understanding of pitch patterns, write questions such as these on the chalkboard:

  Examples: You're going home?
  That's his book?
  Susan isn't here?
  There aren't any more cookies?
  It's raining?

  Have the questions read aloud and discuss the meaning of each in relation to pitch pattern (the rising pitch at the end). Then ask the students to explain what would happen to the pitch pattern and the meaning of each question if it were spoken as a statement. You may wish to have them draw pitch diagrams to illustrate.

- As an enrichment exercise, present to the students (either written on the chalkboard or duplicated) the beginning of a story. Read this beginning aloud to them in two different manners. The first time, indicate through tone, stress, pauses, and pitch, a mysterious, ominous quality. The second time, indicate a light, happy quality. Discuss both readings of the beginning with the students, asking them to explain the use made of tone, stress, pause, and pitch. Then have them choose one of the two beginnings and complete the story, maintaining the mood set by the particular beginning they chose. Have the completed stories read aloud.

- Match personalities with tone and rate of speech. For example, how would each of the following say, "Good morning" to a cowpoke named Dangerous but Decent Dan.

Examples: A little boy who thinks Dan is the greatest man on earth.

A tough cowboy who doesn't think Dan is very dangerous.

A man who borrowed two dollars from Dan a year ago and hasn't paid him back yet.

A beautiful young lady who thinks his name should be Dangerous, Decent, and Handsome Dan.

A newcomer who has met Dan only once.

3. SPEAKING

3.8 To acquire the ability to present facts, ideas, and concepts in an organized manner.

- Debates: This activity will tax the resourcefulness of students. Debating is valuable if the concomitant skills of research and outling are well established. Sufficient time and help should be given students for the preparation of speeches.

- Assigned Speaking

Examples: Explanation: How to do something.
How to make scrambled eggs.
How to make money.
How to make an impression.
How to write a news story.

Argument: Why I hold this opinion.
Girls are awful.
Boys are terrible.
A woman should never be President of the United States.
Everyone should know how to type.
No one should have to attend school unless he wants to.

Humor: How these words came to be spoken.
"George, you are the cat's meow!"
"I got that story straight from the horse's mouth."
"Cross my heart and hope to die."

Use inanimate objects. Children assume the role of an object and make a short talk telling what they would say if they came alive.

Give an accurate reporting of an incident trying to give a clear picture of what happened; or, an emotional appeal for support of some school project. Make comparisons.

- Oral Book Reports

Examples: Interview a character in the book. Two members of the class may share this review with one serving as the character to be interviewed.

Give a first person account of an event in the book read.

Describe a book through the eyes of its author. Mrs. Beverly Cleary, for instance, might say, "I decided to write about a boy because they usually have more interesting adventures than girls do."

Present an award to the author of a prize-winning book explaining why this book was selected for the award.

- Think of public figures (or some classmates) who have the talent of communicating well. List as many of the components of good communication as you can. Discuss a definition of effective communication.

- Have students discuss things they do each day, week, or month, that consist of a series of planned actions.

- Allow students to present talks from brief outlines on any subject matter of interest to them. Discuss in what ways the outline either helped or hindered their presentation. As a challenge to the audience, let them list the main topics presented by the speaker. Can they also add any ideas that supported the main topics.

- Give the students a copy of a short speech (2 or 3 paragraphs in length). Sequence of ideas should be jumbled as well as the paragraph order. Allow the speech to be rewritten in a more organized manner. Ask for volunteers to read their new copy. Discuss the changes made.

- Make up new games, explain the directions. Allow children to play the game, if possible.

3. SPEAKING

3.9 To apply the conventions of general American/English usage, put to use whatever functional variety of language is appropriate to the occasion.

- To show how usage changes with the situation, divide the class into committees to report on slang used in different situations. Ask them to list the words with their definitions and an illustration of their use.

  Example Committees:
  Science Fiction
  Detective
  Western
  Sports
  Slang the children use themselves.

- Activities to encourage a more effective use of another level of language are as follows:

  Examples: One pupil thinks of a sentence using slang. The other pupils try to think of ways to say the same thing. They may be more descriptive, more emphatic, more explicit, or perhaps more respectful.

  Give each child a mimeographed copy of a conversation which utilizes many slang expressions. Suggest that each child rewrite the script as a TV report. Have several of the rewritten conversations read. Make comparisons.

  Teacher relates an account of a mishap to the class. Have children role play giving their version of the same incident to the following people:
  a pal
  the principal
  their father
  a policeman
  a newspaper reporter.

  Discuss any shift in style as the children speak.

Present students with the following situations and have them design appropriate messages.

Examples: You have just won first prize in a contest and want to tell your best friend the good news. However, your friend also entered the same contest, and you don't know yet whether he has won any prize, or even honorable mention. What would you say?

Suppose you broke your arm. Everyone asks, "How did it happen?" Tell how you would answer these people; your aunt, your best friend, the doctor, your neighbor.

You want to convince your parents to let you go on a camping trip with a friend's family.

- Give students the following list of messages and let them infer the situations and who might be speaking.

Examples: Thank you very much for the sports shirt.
Wow! What a great gift! Gee, thanks!
Excuse me, can you tell me what time it is?
Okay, Squirt, Out of my way!
Yes sir. Right away.
First of all, I don't want to go. Second of all, I don't like those people, and third, you couldn't drag me there with ten wild horses. And, finally, I'm not going - the end - period!

- To see if students can spot inappropriate usage of language, give them the following sentences. Have them give an example of what would be appropriate in each situation.

Examples: Your school principal comes into the room and says, "Inkthay, kiddos, inkthay!"

You want to convince your friends to go swimming instead of playing tag. You say, "Wouldn't it be delightful to refresh ourselves in the pool?"

- Students would enjoy constructing dialogues to fit unusual situations, such as those listed below. Ask them what the characters involved in each situation might say to one another.

Examples: A child discovers that his or her cat can talk.
A man from Venus suddenly walks into your classroom.
A family wakes up one morning to find that it has been moved to an earlier time in history in a faraway place.

- To show appropriateness in language, have pupils expand the sentences below, so that the conversation would be appropriate to a more formal situation.

Examples: Joe: Morning.
Ted: Morning, Joe.
Joe: How's with you?
Ted: Fine, You?
Joe: Great!
Ted: Oh?
Joe: Just bought a new car.
Ted: Yeah?
Joe: Red one.
Ted: Wow!
Joe: Neat, huh?

3. SPEAKING

3.10 To recognize the dynamic quality of language; to sense the fact that word meanings change and evolve and are determined by the needs of people.

- The children may want to explore the origins of their own names. Many dictionaries have name histories, and the public library will be able to provide you with more complete references.

- Make a list with the children of American Indian words commonly used; such as, teepee, wigwam, chipmunk, skunk, hickory, moccasin, moose. Lead children to understand that the things these words name were new to the people who first came to America, and so they had no names for them.

- Discuss interesting word facts. Many words with unpleasant meanings begin with "sn"; such as, snake, sneer, snicker, snaggletooth, snivel, snoop. One theory is that you must curl your upper lip to make the sound "sn". You have a sneering or snarling expression when you say them.

- To show that language is appropriate to the culture: The teacher tells the class to pretend they are Eskimos, then show them a banana. Discuss whether they would know what the banana was, if they could name it, and why not. (No experience with tropical fruit).

  Ask the class if a South Pacific island child would be able to name snow. Discuss why not. In contrast tell the class that there are 10 names for different kinds of snow that the Eskimo knows and many words that the island child would have that the Eskimo would not. Let the students think of other words that would fit this example.

  The class might want to think of other kinds of examples of words and the culture of a certain area.

- To show that time as well as place influences words: Put a list of words on the board. Then give the class a certain place at a certain time and ask which of the words might have been known.

  Example: You are a child that lives in Concord, Mass., during the American Revolution. Which of these words would you know? Elevator, Rifle, Colt 45, Cactus, Rocket, Powder Horn.

- Discuss why only certain words would be known. Let the children make up their own places, times, and words.

- Word Inventions: Introduce students to Lewis Carroll's poem, "Jabberwocky", which is composed of invented language. Students can invent words for objects or ideas which they think need new words.

Examples:
A chair with a broken leg.
A letter that has been opened by mistake.
A book that no one enjoys reading.
A trip to the beach.

- People and Places: Students can conduct a search for words in common usage which are based on place names or the names of people.

Examples:

People	Places
Fahrenheit	hamburger
Pastuerize	Italics
Pompadour	Shanghai
Victorian	Waterloo

- Word Cartoons: Encourage the investigation of word origins which can then be shared through the drawing of illustrative posters, depicting the origin of especially interesting words. Here are a number of words which have intriguing histories:

Examples:
agony
alphabet
anecdote
bombast
bonfire
canopy
chivalry
deliberate
gargantuan
journey
magazine
milliner
pedigree
quixotic
uranium

- Many English words have been borrowed from other languages. Conduct a search for words borrowed from Spanish, French, Italian, German, and other languages.

Examples: French words might include:
boudoir
encore
fiancee
ballet
souvenir
vogue
entree
en route
parole

- Words develop and change in meaning. Have students investigate the meaning of words as they develop historically. Try some of these.

Examples: bureau, stink, magazine, rankle, garret, patter, heckle, tawdry

- Words are often invented or coined to meet needs. Students can investigate the origin of words which have been coined such as: Blurb, Gerrymander, Alphabet, Maverick, OK, MackIntosh. Are there objects or ideas for which we need new names in our society?

4. READING

4.1 To enjoy looking at picture books.

- Select some good picture books such as: Once a Mouse; Billy Goats Gruff; The Cat Who Went to Heaven; The Little House, May I Bring a Friend?; Make Way for Ducklings. (see Caldecott winners for more.) Have the students evaluate them according to the following criteria: a) Do the pictures add to the story, functioning as vitally as words? b) Is the story itself of good quality? c) Are the illustrations of good quality?

- After examining some good picture books and discussing excellent and poor aspects, have the class or a group plan a picture book of their own. Keep the plot short and simple. Keep written material concise. The group organizes the written material and plans illustrations to enhance the story, to add mood, and details. Put the book together, then have the class evaluate it using the criteria above.

- Select several picture books. Cover the printed material. Have the students try to "read" the pictures to discover the main characters and the plot. They may write their stories to accompany the pictures and exchange them with others to read.

4. READING

4.2 To understand that a printed word represents not only spoken sounds but also lexical meaning.

- Pair the students. Each selects and reads a story from supplementary or library books. Each makes up a short worksheet for his partner. At the next reading session the partners exchange books, read the stories, and do the worksheets. The worksheets are checked and evaluated by the partners, working together and discussing answers. The worksheets could possibly contain one or two questions dealing with the main idea of the story and several dealing with details and/ or vocabulary words. They could be filed and used again by other pupils. The experience of writing good questions to go along with a story enhances the student's understanding of reading for meaning.

- To understand that written material contains a central theme or a main idea, the students may:

  Make up titles for paragraphs and original stories.
  Make a bulletin board display showing the central ideas of a story.
  Match a main idea with a paragraph.
  Write paragraphs on 5 x 8 cards with main ideas missing; then put the missing sentences on separate cards, and play a matching game.
  Read paragraphs lacking the main idea, and supply possible topic sentences.
  Bring colored pictures from calendars, magazines, or advertisements; write captions for the pictures which express the main idea. (baby pictures can be humorous.)

- Refer to the Skills in Outlining unit for more exercises in discovering the main idea. This may be obtained from the consultant.

- To create a feeling for and a liking of words, the students may plan a bulletin board of "Words with Imagination".

Example: ballOOns duet snow

4. READING

4.3 To be aware of similarities and differences in reading and speaking (Reading is "talk written down" but the author follows certain restrictive conventions and lacks the meaning-aids of pitch, stress, gesture, and facial expression available to speakers.)

- Self-directive dramatization is one means of giving the students experience in transferring written material to spoken material. The students select a story they want to read and dramatize, and they are grouped accordingly. Each group selects a leader to help get the members organized and to call on them to read until the story is completed. Discuss the elements of story that are enhanced through oral reading. Then, the groups quickly decide upon characters, plot sequence, and dialogue. The dramatization is then performed for the other groups. The purpose of this experience is not to produce "polished" plays, with rehearsals and costumes, but a "spur of the moment" or spontaneous dramatization, based on the students memories of the stories read.

- The students select a paragraph from a story which is especially full of moods, emotion, or excitement, and read it silently and practice different inflections, and stress upon certain words. Each child reads his paragraph first without any expression, punctuation, or stress. He then reads it with expression. He may read it a third time with different expression and stress. The manner could be varied, ranging from wildly exaggerated emotions and expression to slightly understated. This same procedure could be followed with one sentence, one word, or an original paragraph. Encourage the students to experiment with different techniques and combinations of pitch, stress, emotion, gestures, and expressions.

4. READING

4.4 To recognize the nature of meanings of what is read, to make of reading a question-asking, problem-solving process.

- To recognize the nature of meanings of what is read, the students may be asked to read library books to find examples of comparisons. Give examples such as, "The water on the lake was as shiny as glass." Discuss how comparisons give more meaning to written material.

- To make reading a problem solving process give the students a "test" on following directions. Make a list of directions (10-15 items). The first should read "Read everything before doing anything, but work as rapidly as you can." The last direction should read, "Do only what sentence one tells you to do. Write your name on the paper. Ignore all other directions. Do not give this test away by any comment or explanation. Wait quietly until time is called." Call time in 3 minutes. Some possible items for the directions following sentence one could be:

  Examples:
  2. Write your full name three times.
  3. Circle all vowels in your name.
  4. Write today's date.
  5. Copy sentence one exactly.

- Have each student think of a simple process or some action involving a series of steps. Each writes his directions or steps as clearly as possible, taking care to include every detail. Each chooses a partner and they exchange directions. The directions are read carefully and then put out of sight. The students carry out the directions. An example might be, "Walk six steps toward the blackboard, sign your name on the board, take seven steps backward, get a math book out of the nearest desk, open it to page 14 and close the book. The length of the directions will depend upon the ability of the group. The directions must be followed exactly and in order. The writer of each set of directions checks for accuracy.

- Have the students select a descriptive paragraph from a reader or library book. Substitute the descriptive words with other words which give a totally different meaning or feeling to the passage. Read the two paragraphs to the class. (4.5)

- To further illustrate reading as a problem solving process have the students read a mystery story or adventure tale. As they read the story, they can jot down clues or make maps and diagrams to better visualize the story.

- To develop an understanding of sequential order in its relation to reading for meaning, an activity such as the following might be used. The students are provided with sets of response cards on which numbers are written. The teacher turns on an overhead projector which projects a list of sentences out of order. The number of sentences varies with the level of the student. The students quickly read the sentences and arrange their response cards to show the proper sequence of the sentences. The first one finished with the correct sequence wins a point.

- Using the Four W's (where, when, what, who) - the teacher has a set of phrase cards with phrases such as:

  Examples: in the yard
  through the window
  early this morning
  slid rapidly
  stung by a bee

  The students have a set of response cards, one for each of the four W's. The teacher holds up a phrase card and the students hold up the appropriate response card.

- Children can be introduced to the three levels of reading and the types of questions which relate to each level.

  Examples: The Specific Level includes facts, details, particulars, and things that relate only to a specific circumstance. Questions covering this level would include: "Who discovered America?"

  The Generalization Level includes concepts that have an extended usefulness, a general truth, or value. Questions at this level would include: "What is the relationship between technology, curiosity, and wealth in space explorations?"

  The Value Level of subject matter touches the student's choices, his pride, or his actions.
  Questions covering this level might include: "What would have been your feelings and first words if you had been the first person to land on the moon?"

4. READING

4.5 To read orally with evidence that one identifies with and understands the material, character motivations, emotional content, etc.

- Set aside a short period of time each day for a student to read aloud to the class from a favorite book.

- Read poetry aloud every day. Have a "poem for the day". The students can find poems, read them to the class, and tell why they like that particular poem.

- Make homework more fun. Suggest that your students might enjoy reading a book to a younger child at home and reporting his reactions to the class.

- Have the students find passages which express and show different characterizations. Have them read aloud, establishing mood by facial expression, tone and gestures.

4. READING

4.6 To expand one's recognition-vocabulary in quantity and quality.

- To explore word formation in building vocabulary, have the students discover blend words. Pick out two words from list B which were combined to make a word from list A.

Examples:

List A	List B	
smog	whirl	hurry
motel	twist	fog
flush	flash	motor
flurry	hotel	flutter
twirl	smoke	gush

smoke + fog = smog

- To discover more precise or colorful words the students may make up sentences and underline a word which can be changed. Exchange sentences.

Example: "The teacher thought John's handwriting was bad."
Change "bad" to "sprawling" or "very hard to read".
Either a single word or a phrase may be substituted.

- The teacher suggests a broad topic such as "Homes Around the World". From supplementary readers and other graded textbooks on five or six levels of difficulty, children are asked to locate words which name a kind of house that people live in. This same kind of activity can be applied to all kinds of broad topics that are sure to be treated in stories. (4. 12)

Examples: Skim the books to find the words.
Copy the words and illustrate them.
Work with other children to extend the list.
Suggest broad topics for which they would like to extend their vocabulary; such as: kinds of soil; harmful insects; imaginary characters; roots that are used for food; machines that are levers; uses of electricity.

- Homonym Hunt: Look for less familiar homonyms such as:

Examples: aisle, isle, I'll
marry, merry, Mary
council, counsel
carrot, carat, caret

- Heteronym Hunt: Find heteronyms and try to use them in sentences which make the meaning clear.

Examples:
Please separate the completed pages.
Each child had a separate room.

- Word Alchemy: Can you change this "pebble" into a diamond?

Example:
Pebbles are rocks;
To rock is to sway;
To sway is to quake;
A quake can break glass;
Glass is like ice;
Ice sparkles like diamonds.
Presto! We've changed a pebble into a diamond!

The child may be able to think of others.

- Confusing Words: Display a list of confusing words. Students can look for additions to the list.

Examples:
accent, ascent, assent
dessert, desert
loose, lose, loss
accept, except
they're, there, their
your, you're
whose, who's

- Word for the Day: Choose an intriguing word each day. Post it on the bulletin board. See how many times you and the students can use it. Encourage students to think of a good "word for the day".

- Stump the Class: Each student finds a word to stump the class and calls on someone to tell the meaning. The one who gives the meaning can try his word with the class.

- Context Clues: Present an unfamiliar word. Let everyone write a definition. Then write a sentence on the board using the word. Everyone checks their definition after seeing the word in context. Then the word is looked up in the dictionary.

- Word Collections: Provide boxes for children to collect words and phrases from magazines and newspapers with various styles of large type which can be used to compose signs, posters, announcements, and stories. The words may be sorted into boxes according to topics, parts of speech, basic vocabulary and other words, or any other system of classification depending on the maturity of the pupils. Both the selection of the words, putting them into the proper place, and the use of the words are independent activities which require children to organize their thinking about words.

- Jingo, Lingo, and Daffynitions: Have students make up a list and make additions to the list throughout the year. (2.4)

Examples: Spinal final (The big exam for medical students)
Stout scout (An overgrown cub.)

4. READING

4.7 To realize that language SUGGESTS more than it says.

- Start a class collection of poems, stories, phrases which are good examples of language used to suggest or imply a concept.

Example: stumbling up the steps (phrase)
Charlotte's Web (book)
Stopping By Woods on a Snowy Evening (poem)

- When working with students in making and evaluating inferences, whenever possible, draw the material from their reading or from their own lives. A good beginning exercise would be to help students realize how increased knowledge or more facts can help them make better guesses.

Example: Select a short story and read aloud a small part from the middle. Ask the class to guess what happened in the story before and after the part you read. Then read the beginning and continue through the middle part just read. See what the new information adds to the predictions made as to the outcomes. Then read the rest of the story. (4.15)

- To analyze the way in which generalizations have been used to draw inferences about particular cases, give some examples and have the students make up examples. Discuss 1) what is inferred and 2) if the inferences are likely to be reliable. (4.15)

Examples: Dan must feel miserable today. Everybody has aches and pains after his first ski lesson.

That driver is going to get into trouble. Nobody can run stop signs all the time without ever having an accident or getting a ticket.

- To see if students can recognize an unstated inference, see if they can explain what inference the following statements contain:

Examples: Next year, I'd like my teacher to be a man instead of a woman. Nancy's teacher is a man, and he never assigns any homework.

That handsome movie star, Jack LeGroove, drives a red car. When I buy my first car, it will be red. (4.15)

- The students will have fun being alert to such statements in their everyday conversations and in reading. Encourage them to make a note of these examples and present them to the class.

- To realize that language suggests more than it says, examine some of the student's favorite poems. Have them read aloud. Discuss the poet's means of communication. (4.5)

- Show the suggestive nature of language by giving illustrations such as the one below. How have the words added in (b) and (c) changed the meaning expressed in (a)? Have the students read to find their own examples.

Example:

a) The Governor signed a new tax law today. Taxes on corporation will thereby be increased, and taxes on individual incomes will be lowered.

b) The Governor signed a new tax law today. Taxes on corporations, already drastically high, will be increased even more. Individual income taxes, however, will be lowered.

c) The Governor signed a new tax law today. Corporations which up to now have cleverly evaded paying their share of taxes, will finally be taxed as they should be. Individual incomes will be lowered so that the ordinary man will have more money to spend. (4.15)

- Review the meaning of inference. Point out that the ability to infer has often been called "reading between the lines" and that it is a type of critical reading and thinking. A simple factual report can be given about a people in the social unit. Lead pupils to see how they can draw inferences about characteristics of people. A list could be made of the character traits inferred. (4.12)

4. READING

4.8 To read (silently) with ease, fluency, and appropriate speed for related subject areas.

- Help children to adjust speed to purpose by helping them to realize that some assignments require skimming while some, careful reading for details.

- Teach skimming by using supplementary reading material printed in columns rather than across pages. Children are told to run their eyes down, selecting key words in each line of print, and to try to reconstruct the story through use of these key words.

- Have them underline the key words, then read only the words underlined. If children can read this way with 70% comprehension or more, they are doing well.

- Collect headlines and guidelines from newspapers and use them to anticipate the story. Check to see how this helps speed comprehension. Scan sports page to find batting averages, etc.

- Help children develop skills in rereading for the purpose of finding specific facts, selecting general ideas, and drawing conclusions.

  Examples: Have them reread to find clues as to what should be included in a mural or in scenery.

  In a social studies chapter or section, reread and list all facts.

- To read effectively a student must determine the type of thinking he will be doing. Develop the concepts of reading:

  critically
  evaluatively
  imaginatively
  appreciatively
  analytically

  The students can make lists of "Things We Read Carefully" and "Things We Read Quickly".

- Some suggestions for helping children develop speed in reading are as follows:

  Examine each article or story the children plan to read together, determine the purpose for reading it, and decide whether it can be skimmed or should be read carefully.

  Poor reading rate generally means a child has a short eye span. He sees only a few words with each eye fixation as his eyes cross a page. Lengthening the eye span helps his reading rate. This can be done by various drills that train the child's eye to recognize a wider span of material.

  a) Put numbers on cards and flash them before the children or on a screen. Have the children tell you the numbers on the card. Begin with a series of four digits and gradually increase the length as they become more proficient.

  b) Pictures placed on strips of cardboard will also help the students notice more things in one sweep of the eye. Increase the number of objects.

  c) Make a TV screen out of a box. Put a series of phrases such as "in the afternoon", "around the corner", etc., on a roll of paper attached to dowels. Roll the phrases through the box at the desired speed.

  d) Use easy material to improve the children's speed. Familiar material (that which has been read before) may also be used if children are remotivated to reading it. Tell them that you are going to try to develop their speed, so you will use something they know. Then clock their comprehension by asking questions - but not the usual ones.

  e) Use easy books from the library. Set aside a half hour and ask the students to see how many books they can read in this time. Check comprehension by discussion.

  f) Anticipation of material helps children read with speed. Use clues (guidelines, headlines, pictures, charts, graphs, relevant vocabulary, or cartoons) to help them get the gist of the material quickly before they begin to read it.

g) Have students skim a paragraph and count the capital letters. This will aid readers in quick location of information. Indexes, telephone directories, and the table of contents in books can be used to encourage skimming.

h) Time tests can be effective when used in situations that are fun. Give a selection to read on their independent reading level. Stop at the end of three minutes. The students can estimate the number of words they have read and find the number they are reading per minute. Then, try reading the same material again to see how much faster familiar material can be read. The results can be graphed so that each child can see his progress over a period of time. Check comprehension.
The Reader's Digest Skill Builders state the total number of words at the end of each story.

4. READING

4.9 To value the literary tradition of one's culture; to be able to identify folklore and allusions.

- Folktales: Read many folktales. Have groups dramatize folktales, inserting modern day language, characters, situations, etc., but keeping the characterization consistent with the traditional tale.

- Literary Traditions: Examine and read stories from the McGuffy's Readers series. Analyze the content as to moralistic nature and terminology and archaic expressions. Compare with folktales.

- Proverbs: Discuss the meaning of a proverb. List some examples, such as: "Pride cometh before a fall." Have students make up their own sayings to express morals. Find fables to illustrate these proverbs.

- What Story Is It?: For eight or ten students, prepare a list of four or five simple stories. Group the students into pairs. To play, each pair must read all the stories listed. The time required for reading the stories listed depends on the size and ability of the group and the number of copies of the stories available.

  After all the students have read the stories, each pair may "act out" one of the stories for the other teams to try to identify. The team that identifies the most stories wins. This game can be carried over for several days without loss of interest. Use folktales.

- The students might stage an "interview" with a well-known author. Ask questions about characters or incidents. The student who is the author should be thoroughly familiar with the story. An interview could also be held with one of the characters from the story.

4. READING

4.10 To develop (i.e., appropriately change) one's beliefs, attitudes and concepts on the basis of rich and varied reading experiences.

- Paperback books represent a dynamic force for getting books off the shelves and into the hands of children. The following list of books can be purchased in paperbacks and will provide a rich and varied background in reading.

Middle Grades (8 to 10 years of age)

TITLE	AUTHOR	PUBLISHER
The Pearl	Steinbeck	Bantam
The Light in the Forest	Richter	Bantam
Shane	Schaefer	Bantam
Once on a Time	Milne	Camelot
So Dear to My Heart	North	Camelot
The Secret of Pooduck Island	Noyes	Catholic Authors
Caddie Woodlawn	Brink	Acorn
The Captain's Daughter	Coatsworth	Acorn
Stuart Little	White	Yearling
Moonshot, 1970	Lomask	Grow Ahead
Tiger Tail Village	Millen	Friendship
Asia	Glendinning	Ginn
The Borrowers	Norton	Voyager
Gnomobile	Sinclair	Tempo
Sailer, Whalers and Steamers	Hurd	Sunset
The Nonsense Books	Lear	Signet

Upper Grades (10 to 12 years of age)

Daktari	Shelton	Ace
Fantastic Voyage	Asimov	Bantam
Rascal	North	Camelot
The Negro in the Making of America	Quarles	Collier
Call Me Charlie	Jackson	Yearling
All-Of-A-Kind Family	Taylor	Yearling
Madame Ambassador	Guthrie	Voyager
Captains Courageous	Kipling	Signet
Spiderweb for Two	Enright	Signet
Doctor Tom Dooley, My Story	Dooley	Signet
The Red Badge of Courage	Crane	Popular Library
Biography of a Grizzly	Seaton	Popular Library
Gentle Ben	Morey	Scholastic
Story Catcher	Sandoz	Tempo
Hold Fast to Your Dreams	Blanton	Archway

- To encourage children to vary their reading, a "book sale" can be held once a month. Each student prepares a "speel" about a book he has read which will "sell" someone on reading this particular book. The student may wear a costume depicting a character from the book, design a poster, etc., to enhance his "sales technique".

- Part II in Sounds of Mystery, Sounds of a Young Hunter, and Sounds of a Distant Drum by Bill Martin (Holt, Rinehart & Winston) helps the child weave reading into his daily life. On the child's level, it is explained that a book becomes important only when it changes one's notion about himself and others. The child also discovers a variety of ways for using what is read.

4. READING

4.11 To read habitually and to cherish reading - to see its value as a leisure time activity.

- The following "guide to good reading" provides a humorous recipe for reading success which may be used to inspire students. (4. 8)

  Read
  Read
  Read anything
  Read some more
  Read about everything
  Read enjoyable things
  Read things you yourself enjoy
  Read, and talk about it
  Read very carefully some things
  Read on the run, most things
  Don't think about reading, but
  Just READ!

- An interesting way of encouraging reading is the exchange of student owned books through a Round Robin Book Club arrangement. On a specified day each child brings one book to school, and the exchange begins. The passing of books should be regularly scheduled, perhaps once a week. (4. 10)

- There is an increasing interest in both magazine and newspapers for young people. These publications have the advantage of coming throughout the year, and for that reason tend to encourage the continuation of reading beyond the classroom. They also feature current information about interesting topics and can be used to stimulate both speaking and writing experiences. Some of the recommended magazines might include: American Girl, Boy's Life, Junior Natural History, National Geographic and National Geographic School Bulletin, Nature and Science, Young American, and Young Miss. (4. 10)

- The teacher sets conditions for all reading by making clear to the children the need for reading and the joy which comes from being able to read. Some ways might include the following:

Examples: Read to the children every day for enjoyment. Let them experience the fun in books.

Use books frequently to look up materials for children. When they see the teacher use books to identify objects or to find out about them, they will want to learn how to use the books, too.

Keep bulletin board displays, book jackets, and pegboard exhibits of good books in your classroom all of the time.

Keep many picture books and simple story books around the room where they will be easily available to the children.

- To encourage children to relate more closely with book characters, the following questions might be posed:

Examples:
Describe the character you are portraying.
Do you wish you were this character? Why?
Would you like to have this character as a friend? Why?
Complete the following statement: "If I were (name of character), I would".
Why did you like or dislike this character?
Write a letter to this character, commenting on what happened to him or her, or asking why he or she did something.
How would you have acted differently in the book if you were the same character?
Compare or contrast this character with yourself.
Compare or contrast this character with a famous person.
For biographies or autobiographies, what person had the greatest influence on this character, his life and work?
Read your favorite scene, incident, or description.

4. READING

4.12 To transfer skills developed in one field of reading to related fields.

- To verify information, have children look up populations of countries in several books. Note differences and determine which source is most reliable.

- Children should have the opportunity to select and judge relevant materials. Letters could be written to several companies requesting various types of materials. The children could judge the material received. They might also learn how to use the County Audio Visual catalog and select, order, and use films and filmstrips.

- The teacher can make up a list of ten arithmetic questions each of which lacks necessary information or contains extraneous words. The student is to indicate what is missing or superfluous.

- The definitions in a crossnumber puzzle may be rewritten using Roman numerals.

  Example: a. CXXV
  c. DIV
  e. MMMDXX

- Collections of statements which use huge number-words can be made from newspapers and magazines.

- Enlarge a United States (or world) map which can be mounted on a bulletin board. As students read books, have each pin a small pennant on the map bearing the title of the book with the location revealing the setting of the story. Figures of the main characters can also be used to mark the setting, with Tom Sawyer marching beside the Mississippi and Paul Bunyan in the North Woods.

- Examine the names of children in the class. Are there Irish names, French, Italian? Were any children born abroad? How many are native to the state? Questions like these can lead to an interesting study of the origins of the settlers of the United States. Biographies of Americans who came from other lands will add much to the understanding of these people. For example, William Penn by Hildegard Dolson (Holt, 1962). Many fine history books describe these pioneers and their lives in the new country.

Example: Jamestown: First English Colony, by Marshall W. Fishwick. (Harper & Row, 1965). Jamestown revisited; many photographs.

Gateway to America: Miss Liberty's First Hundred Years, by Hertha Pauli (McKay, 1965). Includes contributions of the immigrant.

America Is Born (1959), America Grows Up (1960), America Moves Forward (1960), by Gerald Johnson (Morrow). An excellent series for grades 5 - 8.

- Understanding of the lives of people in different countries or regions of the United States can be gained through the reading of fiction. Kate Seredy's The Good Master is an excellent example of an exciting story which also describes, in this case, the Hungarian legends and holiday celebrations as well as the everyday life of the people. Other titles could be:

Examples: Banner in the Sky, by James R. Ullman (Switzerland)
Call It Courage, by Armstrong Sperry (Polynesia)
Crow Boy, by Taro Yashima (Japan)
The Family Conspiracy, by Joan Phipson (Australia)
Lotte's Locket, by Virginia Sorensen (Denmark)
Spiro of the Sponge Fleet, by Henry Chapin (Greece)
The Wheel of the School, by Meindert DeJong (Holland)
Young Fu of the Upper Yangtze, by Elizabeth Lewis (China)

- "Where In the World?" is the title of Philip Egan's provocative answer-filled book (Rand McNally, 1964) that is certain to appeal to children from grade four through six. "What was Columbus doing in Iceland?" "Where in the World are Diamonds Found?" These questions arouse curiosity and immediately satisfy it.

- Activities which relate science and literature might include the following:

Read the very fine description of the life of a hermit crab told by Holling C. Holling in Pagoo (Houghton Mifflin, 1957). This adventure story is accompanied by superb illustration in both black and white and color. Follow the reading of this book by showing the unique film, "The Story of a Book" (Churchill Films) County AV #F51458, which describes the work of Mr. and Mrs. Holling, in developing this book - the origin of the idea, observation of the hermit crab, preparation of illustrations, and the writing of the text.

- Encourage students to read biographies of men of science. Information gained can be shared by the preparation of a display which depicts the contributions of the individual.

Examples:

Bigland, Eileen, Madame Curie (Criterion)
Freeman, Mae B., The Story of Albert Einstein (Random)
Jewett, Frances L., and Claire L. McCausland, Wilderness Treasure (Houghton Mifflin)
Kamm, Josephine, Malaria Ross (Criterion)
Manton, Jo, The Story of Albert Schweitzer (Abelard)
Sullivan, Navin, Pioneer Astronomers (Atheneum)
Tannenbaum, Beulah, and Myra Stillman, Isaac Newton, Pioneer of Space Mathematics (Whittlesey)
Thomas, Henry, Charles Steinmetz (Putnam)
Weir, Ruth C., Thomas Alva Edison, Inventor (Abingdon)
White, Anne Terry, George Washington Carver, The Story of a Great American (Random)

4. READING

4.13 To assess one's reading ability, and engage in self-directed activities for reading improvement.

- Learning contracts could be used for encouraging self-direction and responsibility. They also provide a record of the reading which has been planned and completed. One type of contract is illustrated below:

MY READING CONTRACT

The Skills I Want to Improve Are: ____________________

I will use these materials to help me:

a. ____________________

b. ____________________

c. ____________________

I Will Start (date): ____________________

I Will Finish (date): ____________________

My Feeling About this Reading: ____________________

My Teacher's Feeling About this Reading: ____________________

____

CONTRACT SEAL

After a contract has been completed, the teacher and student discuss the work which has been done. This gives the teacher an opportunity to talk individually with each student. A conference can be scheduled at any time. Both the child and teacher can place their initials inside the contract seal when the work has been completed.

- Recreational reading records might include a tree with a branch drawn for each child. Place leaves on the branches for each book read during the month. Use colored scraps of construction paper for the leaves, according to the color code selected. Book classifications used might be cooperatively determined. (4.10)(4.11)

4. READING

4.14 To apply, in reading, certain techniques of critical listening; to distinguish between report and propaganda; between less slanted and more slanted news.

- A unit has been prepared on propaganda for sixth grade students. It has been designed as an individual learning packet. This can be obtained from one of the elementary consultants.

- Children need to be aware that some headlines are slanted in such a manner that they encourage a certain attitude. The following headlines could be discussed:

Examples: Governor Frees Convict
Governor Releases Innocent Man

Jones Backs Down
Jones Offers Compromise

Army Retreats from Enemy
Army Takes Cover from Enemy

- Children might enjoy making up headlines to describe nursery rhymes. The following could be included:

Examples: There Was A Crooked Man (Three Crooks in House)

Old King Cole (King Swings)

Humpty Dumpty (Egghead Cracks Up)

The Queen of Hearts (Knave Nabs Queen's Tarts)

Little Boy Blue (Sleeping Enployee Neglects Job)

Three Little Kittens (Kittens Lose Mittens)

4. READING

4.15 To be able to identify a statement of fact, a statement of opinion, and the elements of a mixture.

- Privately tell two children to go to opposite sides of the room, walk toward one another, and brush shoulders when they pass. The other children should observe the incident and record just what happened. After the reports are written, the various comments could be discussed. For example the reports might include such statements as: John and Paul brushed shoulders as they walked by each other; John smashed into Paul; Paul and John were not looking and ran into each other. Some students will record the how and why as well as the what. This could be related to newspaper reporting and to the difference between fact and opinion. (4.7)

- To introduce the five W's of a news story (who, what, when, where, and why), have the students analyze a baseball story or an item from the front page. Discuss in class the terms fact and opinion. What does each term mean? How does one tell the difference between a fact and an opinion? Lead students to see that facts are statements that can be proven by direct observation or by reference to a reliable authority. Opinions are beliefs or judgments about the importance or worth of something; they can be supported by reasons, but they cannot be proven. (4.7)

- The best ways to evaluate students' skill in making inferences are to give them information which easily invites inference-making or to give them problems which require inference-making for their solutions. To see if students understand what is meant by evidence and inference, show them several different pictures from magazines and books. About each picture have them tell what is known, or absolutely certain, and what guesses they can make, based on what is known from previous experience with the items pictured, as well as from the picture itself. (4.7)

- To see if students can tell whether someone is qualified to make authoritative statements on a subject, read each of the following statements and ask whether students would consider the person quoted a reliable authority on the particular subject he is talking about. Ask them to explain their answers.

Examples: Our dentist, Dr. Pullemout, says labor unions are run by crooks. (unreliable)

Walking is the best cure for insomnia, says Dr. Foots, physician and personal counselor to hundreds of sleepy people for over thirty years. (reliable)

Tobey Twostep, a former song and dance man, stated yesterday, that all our country's enemies should be given more economic aid. (unreliable)

The judge ruled that Mr. Snitchit had violated the law. (reliable)

- To see if students can differentiate between statements of fact and statements of opinion, ask which of the following statements are fact and which are opinion, and how they would check on each one to find out if it were a fact or not.

Examples: Frequent bus service would solve the city's transportation problems. (Opinion - until the city in question actually tries the solution.)

Venus is about 67,200,000 miles from the sun. (Fact, can be verified by examining solar system charts based on findings of astronomers.)

Dinosaurs were ugly beasts. (Opinion - can never be verified and ugliness is always a matter of personal viewpoint)

Baseball players make excellent politicians. (Opinion - excellence is a matter of personal viewpoint.)

In some cultures, chocolate covered ants are considered a great delicacy. (Fact - can be checked in various reference books.)

4. READING

4.16 To gain skills in critically comparing editorials.

- To see if students can differentiate between fact and opinion in editorials have them point out the facts given in the article below and tell how the editor identifies opinions as such.

Example: We say it's certainly time this city did something about the dragon on Hornblow Street. We can think of no reason why a monstrous, fire-breathing creature should be allowed to threaten the lives and property of our citizens. Ever since "Homer the Harmless" as his friends call him, appeared on Hornblow, in Mrs. Golumph's back yard, there has been nothing but fire after fire in our city. We say it's Homer's breathing that causes the fires, and we say GET RID OF HOMER!

- To help students recognize an editorial, have them compare an article from the front page with one from the editorial section in a local newspaper. Explain to the students that "we" is used instead of "I" because the editorial writer is speaking for the entire newspaper staff. At this point, you might explore denotation and connotation with your students. Give them the following sets of words and have them discuss the shades of meaning.

Examples: cheap, inexpensive, bargain-priced
odor, fragrance, smell
lady, woman, miss
child, kid, juvenile, youngster
friend, comrade, buddy, partner

- Another part of the newspaper which should be discussed is the letters to the editor. After looking at some of the letters, ask them to imagine other viewpoints or opinions which might be expressed on the same subject. Discuss who might support each of the opinions.

4. READING

4.17 To gain skills in critically comparing reports of a news item in at least two different newspapers, examining emphases created by (1) amounts of space allotted, (2) positions within the newspaper - i.e., front page, middle, back page, etc. (3) omissions.

- To arouse further interest in studying the newspaper, the following questions might be used: Why does news have to be unusual? What do readers look for in a newspaper? What kinds of news appear in newspapers? What does the word "news" mean? The etymology will tell them that news originally comes from the word new.

- Have students read the headlines for several news stories. Discuss with them whether or not the headlines meet the following criteria: A headline should indicate the main idea of the article and introduce news in a way that makes the reader want to know more. To give students more practice with headlines, collect some news stories, cut off the headlines, and have the students write headlines for those stories. Remind them that they must find the main idea of each story before writing the headline. Then, have them compare their headlines with those provided by the newspaper.

- If the following can be arranged, have the class select a current newspaper article that is particularly interesting to the group as a whole, and that has a byline or the name of a writer mentioned. Let the students write to the journalist, in care of the newspaper requesting that the reporter visit the class to explain how he collected information for his article. If he cannot visit the classroom, he may have time to write a detailed answer to the inquiry. Local papers and local reporters would have to be considered, rather than wire-service or syndicated feature writers.

- For sixth grade classes in the St. Louis area, Mr. Anzo Manoni from the St. Louis Post Dispatch is available for unit presentation on using the newspaper.

4. READING

4.18 To examine assumptions and implications of advertisements; to examine whether the sign or symbol associated with a product really says anything about the product itself.

- Have children bring several types of advertisements to class. Contrast the content (what is said) and the technique (how it is said). **The following techniques could then be discussed:**

Examples: A testimonial is an advertisement in which someone claims to have used a product. Possibly a housewife or a famous person testifies to its worth.

The appeal to get on the bandwagon is directed toward the human desire to be like others and to the fear of being left out.

The scientific approach refers to the use of the product in a scientific manner or by a person working in science, i.e., "Clean" is used in five out of seven operating rooms in hospitals across the country.

Appealing context is used to make a person see a product in a new way, i.e., A tropical island scene is used for selling a soft drink.

Many advertisements are based on the assumption that people are vain and that they want to be more successful, popular, or beautiful.

- To check the student's understanding of the advertising techniques, give them some examples of each technique and have them identify the technique used. Then give them time to discuss the effect of the method used in each advertisement.

- For further evaluation, collect advertisements written by students, duplicate them for distribution to the class, and challenge them to identify the technique used in each advertisement.

5. WRITING

5.1 To produce written signs and symbols with a sense of exploration and discovery.

- A symbol is something that stands for something else. Secret messages or codes are fun to work with:

  Examples: Xf xjmm hpup Nztufsz Dbwf cz pvstfmwft ofyu

  Tbuvsebz . . Ep opu ufmm bozcpez. Nbsl.

  The above code has z for a, a for b, c for d, etc.

- Speak "Pig Latin" until all children have discovered the code.

- Discuss symbols that stand for something that's synonymous with governments, politics, businesses, occupations, people, etc. The white dove of peace, eagle for the U.S., bear for Russia, etc.

- Divide the class into small groups and appoint a head of each committee to come up with imaginative symbols for character traits.

- The Post Dispatch classroom newspaper program contains a fine booklet on editorial cartoons from 1913-1965. It would be valuable to go over these cartoons with the class explaining the symbols and caricatures used in each cartoon.

- During election time or tax levy time, children could draw editorial cartoons about some area or idea which would concern them. School or room rules would be equally appropriate.

- Inventing Names: The teacher could take any object in the room and ask the children to name it appropriately. Do this to let children discover that all words are invented by people. Encourage the children to think up many names for a dog, telephone, TV set, hamburger, sandwich, etc.

- Let the children discuss the question: What makes a good name?

- Have the children write words that express feelings such as love, hate, or fear. Helen Keller had the most difficulty in understanding these words. Discuss how she had to use her senses of smell, taste, and touch to learn what things are called and how the names are written in braille.

- To demonstrate the fact that some words have more than one meaning, work with puns or with puns based on riddles.

  Example: If the top half of you ran a race against the bottom half of you, the top half would win. Do you know why? Because it's a head!

  Have the children try to make up pun riddles of their own.

- Discuss familiar trademarks. After doing this you could have the children make a scrapbook of trademarks.

  Examples: Arm & Hammer
  Jolly Green Giant

- To explore the idea of things with multiple names and the subject of word origins, ask the class to find out from a dictionary where hamburger, frankfurters, etc. got their names. Ask if they know any other names used for these foods.

5. WRITING

5.2 To take pride in producing neat, legible manuscript and cursive writing.

- Refer to the district's "Handwriting Guidelines". It is a manuscript and cursive handwriting guide. The procedures in it are useful.

5. WRITING

5.3 To accept responsibility for spelling correctly in order to communicate more effectively; to make use of the various aids to spelling, including one's own mnemonics; to consult the dictionary; to spell correctly in whatever subject.

- Refer to the district's leaflets on spelling games which are available from the consultants.

- Two principle considerations should particularly govern the selection of the spelling words to be presented to the poor speller. First, the words should be most useful and crucial in children's writing; second, the words should be within the children's vocabulary. For instance, if a pupil is reading above the third reader level, a good source of spelling words are the common sight or service words that are introduced in beginning readers.

- The number of words for each spelling lesson should be limited in order to ensure a high degree of success in spelling. It is certainly more desirable to have retarded readers learn to spell a few useful words successfully and consistently rather than have them laboriously memorize a large list of words only to have them unable to spell them in writing situations.

- Careful attention to reading problems is essential if we ultimately expect children's spelling ability to improve. If we have to slight spelling instruction in order to give the necessary attention to reading, this should be done. A penetrating evaluation of a pupil's precise status and needs in reading will frequently reveal corresponding difficulties in spelling, particularly in the area of word recognition.

- Spelling for Low Achievers:

  a. Adjust the number of words to be studied to the learning rate of the individuals. This leads to smaller groups in the low achievers group.

  b. Children are grouped and given instruction according to their weaknesses. This leads to direct teaching to overcome such difficulties as (1) lack of auditory perception of word elements, (2) faulty word pronunciation, (3) over-application of phonics, (4) low relationships of spelling to meaning and imagery allied to the word, (5) slow or careless handwriting, and (6) poor visual perception of the word.

c. Techniques used for this intensive teaching are: (1) response to meaning, (2) every pupil response, (3) ear-for-sound training, (4) visual memory lessons, (5) flash-card drill, (6) word recognition practice, and (7) applied phonics instruction.

d. Systematic review practice, which is teacher-led, helps to safeguard retention and meaning.

e. Team learning techniques can be utilized for drill tasks.

- Spelling for Average or Above Average Achievers:

a. Teams of three of like ability and progress rate study the words in the lesson or word list.

b. Pupil A gives written test to B and C. B and C exchange papers and correct, using spelling text to guide them, and then study corrections.

c. A retests B and C.

d. B then tests A and C (C being tested for a second time). A and B take turns at double practice in successive lessons. Correction procedure same as in first test except it would be A and B correcting each other's papers.

e. Each pupil should be required to keep a personal spelling list. Any word misspelled in spelling or in related language activities is written on his list.

f. High standards of legibility and neatness are stressed.

g. Each pupil keeps a record of his attainment in spelling on a progress chart. All tests are kept in a folder to aid the teacher in reporting pupil progress, report cards, etc.

- Ask Mr. Webster: Write the word "Sombrero" on the board. Let each child open his dictionary after you have made this oral statement. "If you had a sombrero, would you eat it or wear it? Ask Mr. Webster. Pupils try to find the word, read the definition, and answer the question.

- Alphabet Game: When the teacher says "Begin!" the pupils write an alphabetical list of words, one for each letter of the alphabet. The pupil who gets the list written first, with all words properly spelled, wins the game. Words used may be limited to three syllables, nouns, seven letters, etc.

- To find words quickly in the dictionary, one must know the alphabet thoroughly. Put each letter on a card. Mix up the cards. Let students use a stop watch to see how quickly they can put them together in order. With two sets of cards, two students can race. Or the class can be divided into teams and can have a relay race to see which team wins.

- Write five words on the chalkboard. When the signal is given, children start to find the words in their dictionaries. When one finds the first word, he writes the dictionary page after number 1 on his paper, then goes to the second word and does the same.

- Practice opening the dictionary as close as possible to the right place. If you wish to find the meaning of the word "banyan", for example, you would want to open the book near the front. Should you be looking for the word "waddle", you would open the book near the end.

- After the pronunciation key of a dictionary has been taught, ask each child to make a list of ten words and their pronunciations. You may wish to limit the number of syllables, at first. Choose four students to write the pronunciation of one of their words on the board. They take turns calling on a classmate who has used the pronunciation key to determine how to say the word. If he is correct he takes the person's place at the board.

- Divide the class into teams. As the teacher writes a word on the board each child uses previously taught skills to locate it as quickly as possible (opening the dictionary as close to the right place as possible, using guide words, alphabetical order). The first team whose members are all standing, having located the word, receives a point. A variation is to use the word in a sentence and have the students not only locate the word but determine its proper definition as well.

- Each child opens his dictionary at random or to a specified letter. He selects a new word, reads its definition, selects one meaning, and uses the word in a sentence to show the meaning given in the definition he selected. If done correctly he scores for his team.

(5.4)

5. WRITING

5.4 To improve the quality and precision of one's written vocabulary.

- Use colorful picture words describing appearance, taste, smell, etc. of certain foods.

  Examples: Candy - chewy, chocolaty
  Cinnamon Toast - golden brown, spicy smell, sweet taste.

- Make comparisons: When we say "The water on the lake was as shiny as glass", we have used a comparison. A comparison shows that something we have seen is like something else.

  Examples:
  as dark as . . .
  as soft as . . .
  as quick as . . .
  as slow as . . .
  as squeaky as . . .
  as wavy as . . .

- Take a small sentence, such as "The bell rang", and make it grow and change. Here are ways to build it up:

  Examples:
  Tell how
  Tell when
  Tell where
  Tell what kind
  Change the final sentence to a question

- Take time to discuss and describe something together each morning. Describe the sky, a lovely tree, or a newly painted house.

- Keep a spot on a chalkboard (or a poster) where unusual words, their definitions, and a sentence using the word can be added.

- Write the word BRIDE on the chalkboard. A child is asked to change one letter in the word so that a new word with a new definition is created. For instance, he may change the d to n and have the word brine, which means salt water. Another child may change the e to k and make brink, which means on the edge. Each player continues to change only one letter in the last word to form a new word.

Examples:	
BRIDE	
BRINE	salt water
BRINK	on the edge
BLINK	to wink the eyes
BLIND	oblivious to everything

- A committee of students can prepare a bulletin board display featuring onomatopoetic words. Using the caption, ECHOES, this committee can display examples contributed by class members.

- Encourage students to invent new words which imitate sounds. They should provide a definition for each invented word.

  Example: Clonk - The sound of a hammer on wood.

  What, for example, would you call the sound made when your soda is almost gone?

- Have students experiment with writing descriptive alliterative phrases as in these samples: (5.9)

  Examples:
  slippery, slithery, sleuth
  proud, princess Prudence
  gloomy, glowering glance

- Set out on an "exploring trip" to discover uses of alliteration in poetry. Each student will need a book of poetry unless small groups work on this project at different times. This type of exploratory browsing introduces students to a variety of poetry as they search for examples. (5.7, 5.9)

- Have students list words which fit a certain mood or theme. To stimulate thinking you may show a picture; for example, a dark stormy scene, a little child crying, a family picnic. Questions asked by the teacher will assist the flow of thought. (5.9)

  Examples:
  "Is this picture happy or sad?"
  "Would you use dark or light words to describe this scene?"
  "How does this picture make you feel?"

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- Have students list words which fit a certain mood or theme. To stimulate thinking you may show a picture; for example, a dark stormy scene, a little child crying, a family picnic. Questions asked by the teacher will assist the flow of thought. (5.9)

  Examples: "Is this picture happy or sad?"
  "Would you use dark or light words to describe this scene?"
  "How does this picture make you feel?"

5. WRITING

5.5 To grow in the ability to use conventions in both formal and informal communications.

- Suggestions for Developing the Correct Use of Letter Forms:

  Use a felt pen to outline the shape of a business or friendly letter.

  Use construction paper cut-outs to show form, shape, and parts of a letter.

  Keep collections of letters which show various forms. Through the use of the opaque projector and the overhead projector, children can learn to contrast various letter forms and make lists of the differences between friendly letters and business letters.

  Dictate a letter to the class and then pass out the correct form of the letter to the students so they can check their letters to see if they have followed the correct form.

- Students can assist the teacher in writing for free materials. They can write for information from real people or organizations - Congressmen, state departments, travel bureaus, publishers, and chambers of commerce.

- To provide practice in writing addresses, have each child cut several slips of paper the size of a postal card. Use tagboard if the cards are to be mailed. On one side of the card is a picture, perhaps associated with the social studies or depicting the local area. On the other side is the address and a brief message.

- Telegram techniques provide an interesting experiment in writing brief but complete information. The date, address, and signature are included without charge. No punctuation is used, and every word and figure is counted. Supply fictitious information which is to be conveyed via telegram. Official telegram forms can be obtained from the local office.

- Write friendly greetings to patients in local hospitals. Discuss the types of information which might be shared with an older person. An original poem or story might be much appreciated. Art work might also be shared.

- An effective way to teach the writing of a friendly letter is through the stimulus of writing to someone in another city or in a foreign country. Addresses which supply names of children who wish to exchange letters are:

  School Affiliation Service
  American Friends Service Committee
  160 North Fifteenth Street
  Philadelphia 2, Pennsylvania

  Childrens Plea for Peace
  World Affairs Center
  University of Minnesota
  Minneapolis, Minnesota

  International Friendship League
  Box 1201
  Kansas City 41, Missouri

  The Canadian Education Association
  151 Bloor Street, W.
  Toronto 5, Ontario, Canada

- Students could write another classroom in our district or in other districts. This would provide continuous reinforcement of letter writing skills.

- Have each individual keep a folder of his own grammar errors. Dittoed sheets listing common errors can be clipped inside the folder. Each child uses his corrected papers to diagnose his mistakes and mark the check sheets.

- Collect cartoons which help children understand grammar usage or the mechanics of writing.

- A "Boo-Boo" bulletin board of collections of substandard samples of communication made in newspapers, TV, radio, magazines, and school papers would be useful. Have the class bring in these samples.

- Stories and jokes, collected from various media, which emphasize misunderstandings due to the improper use of words are good. Many current jokebooks will provide the teacher with such material, as

Art Linkletter's, Kids Say the Darndest Things, and Bennet Cerf's The Life of the Party, etc. The teacher should select carefully those items which children will understand. Children will enjoy collecting these excerpts.

- To help children realize that words can be assembled in many ways and that there are many levels of usage, examples of levels of usage are as follows:

Examples:	Formal	Informal	Slang
	Do you comprehend my explanation?	Do you understand me?	Dig me?
	I find him to be unnaturally disinterested and inattentive.	He's not paying attention.	He's way out.

Be sure to discuss the place where each of these expressions may be acceptably used.

- Punctuation: It's helpful to exploit every parallel that can be found between speech and writing. Such parallels are those marks used in writing to signal meaning.

Examples:
The train is coming.
The train is coming?
The train is coming!
Liza, Jane, Mary, Lou, and John are here.
Liza Jane, Mary Lou, and John are here.

These types of examples help you teach intonation patterns that go along with each punctuation pattern.

- One useful means of emphasizing the necessity for careful use of punctuation marks in writing is the comparison of punctuation marks to road signs and traffic signals. If we imagine the progression of thought as the road, then the punctuation marks are the signs and traffic signals that aid the traveler.

- Good steps to strengthen pupils in mechanical skills of punctuation are begun when the teacher has the pupils correct sentences or paragraphs in which commas, colons, question marks, etc. are missing.

- Have the children make up and write out their own key for the punctuation marks. Victor Borge does a funny rendition of this type of punctuation game in guest appearances on TV. Funny noises or nonsense words can be substituted for the punctuation symbols and made into a noise code.

Example:
, = plink
. = thud
! = bang
" = ping pong
? = tweet

Try reading a story aloud in your code, making one of the noises every time you come to the punctuation mark it represents. After students have read the sentences with the nonsense sounds, you might want to put the written, punctuated sentences on the board. Or after the students read aloud some nonsense punctuation, have them read the sentences, substituting pauses, stresses, and changes in pitch for the nonsense sounds.

- Ask the students to write a story using their punctuation code. When they are completed, have the students trade stories and the keys to their codes. Using the codes made up by their classmates, have the students rewrite each other's stories using conventional punctuation. If corrections are necessary, have the students make the corrections and circle each one.

- Have the class make up sentences with blanks for the nouns and adjectives, or nouns and verbs, or any other combination. When they have finished, they could trade papers with each other, and fill in the blanks with as many different words as possible.

- Teacher or student could put a scrambled sentence on the board and have the class or another student unscramble it so it is in correct order.

- Class could make up scrambled sentences and exchange with each other to unscramble them.

- In a book that all students have, select a paragraph for each child to scramble the word order. Have students exchange papers and unscramble the paragraphs with the book closed. Familiar paragraphs could be dittoed in a scrambled manner and unscrambled by class.

- To reinforce the idea of form and position, have the children study this sentence:

  "A frappy blook strambled the kinniest flegs kettily."

  Can they identify these nonsense words by their forms? By their positions in the sentence? If they have difficulty, you might ask these questions:

  What did the blook do? (It strambled)
  What did the strambling? (The blook)
  When did it stramble? (In the past)

- Have them substitute words for the nonsense words so the sentence makes sense.

  Example: Z woppy beek flicked the mouzer conks nixly.

woppy	flicked	mouzer	nixly
↑	↗	↖	↑
adjective	ed ending for verbs	comparative form of adjective	ending indicates adverb

- Diagramobile: A study of sentence structure can be dramatized through the use of a diagramobile, which is made from wires or sticks suspended with thread. The more complex the sentence, the more fascinating is the mobile. Added color gives additional interest - adjectives in red, adverbs in blue, etc. The structure of the mobile appeals to the visual image and helps children remember the proper placement of parts of speech.

- Outlining (organizing): Bring a box of odds and ends to class or collect them from the room. The items are studied by the class who seek to organize the items into groups.

  Examples: School materials - book
  pencil
  writing paper

  Personal materials: scarf
  comb

  This activity serves as an introduction to outlining. It shows its purpose and emphasizes the thinking involved in outlining.

- Keeping to one idea in a paragraph: Committees are formed and the class is requested to contribute several ideas about a topic, i.e., ice cream. Results may be: "Most boys and girls like ice cream." "Ice cream can be in different flavors." "Ice cream needs refrigeration to stay good."

  The teacher then directs each committee to write 3 or 4 more sentences which will stay within the limits of an assigned idea. As each group finishes, the class as a whole discusses the group's work for its effectiveness in staying within the limits of the topic sentence.

- Have children make up sentences in which they use a given word in several different ways, or have children determine the different uses of the same word in sentences.

  Example: Different uses of the word RUN:
  run in a woman's stocking
  run down the street
  runny nose
  home run

- Editing Committees: Children put their next to final drafts of stories, poems, and other creative writing in designated places. A committee of children, selected by the teacher, who are skillful in writing mechanics, act as the editors. The editors could sit with the children who wrote the papers and go over the work with them. The signatures of both children at the end of the paper will help the teacher learn those who still need certain grammar skills.

- An Adventure on the Planet Grammar by Kaye M. Howard is a musical play useful in this area.

- Prepositions: Place a box on the table. Put an object in, under, beside, below, above or on the box. List the words which describe where the object is and label them as prepositions.

- Have the children paint prepositions for art. You can get some beautiful abstractions when children paint their ideas of across, under and around.

- Adjectives and Adverbs: Take small, short sentences lacking in descriptive words and have children build them into longer, more exciting sentences.

- Quotation Marks: Have the children write stories in dialogue. One way to start is to write imaginary telephone calls or question and answer sessions.

- Set up a press conference or interview in the room using role playing. Let children take turns acting as the person interviewed and reporters. Holding unrehearsed conferences the reporters take careful and accurate notes. It doesn't take long for children to learn the difference between the substance of a statement and the longer statement itself. Compare these activities with statements made in the daily papers, such as the actual text and the summary report of the President's speech.

5. WRITING

5.6 To develop increasing objectivity in revising one's written work.

- For a child to be willing to write he needs to develop confidence so he will be able to work more and more on his own.

Examples: Let the child draw or tell rather than write, and help him to organize his pictures and oral stories clearly.

If the child has a classmate he likes to work with, let him dictate his poem or story to his friend, who can write it down for him.

If you have access to a tape recorder, let the child dictate his stories and play them back so that he can hear them. You may want to write down some of these stories for him so that he can have a copy to keep.

Allow children to read stories orally to classmates. Constructive criticisms of each student's story could follow the readings. The teacher is careful that the criticism remains constructive. Allowing children to proofread each other's papers is a good activity. This is best done when a teacher lets friends proofread each other.

A proofreading committee picked by the class or teacher could be set up to help the students find their mistakes and correct them before they turn their work in to the teacher. The committee would be instructed to find mistakes and point them out to the student, but not correct it for them. The student would have to make the corrections and come back to the committee for further proofreading until his work is acceptable.

Team brainstorming helps give children ideas about what to write and how to make some exciting expressive sentences. This develops the child's confidence in his ideas.

5. WRITING

5.7 To develop an awareness of writing styles and to improve one's own writing as a result of continuous exposure to literature.

- Literature should not be "taught"; it should only be read and enjoyed. Through reading, enjoying, sharing, and open-ended discussions, children will become more aware of the way in which individual authors use the elements of literature. These elements are:

  Theme - What the author has to say about life; there are usually many interlocking themes.
  Diction - Words and how they are put together, as in dialogue and imagery.
  Mood - How the story makes the reader feel.
  Plot - The series of incidents that make up the story.
  Style - The language used by the author (examples, long, descriptive passages, short, realistic conversation, style of language used in a certain place by certain people.
  Setting - Description of the story's location.
  Characterizations - Personalities and physical descriptions.

- Stress the variety of subject matter in poetry to dispel the mistaken impression that poetry is "feminine", associated with flowers, love, and other womanly topics. Read a variety of poems with the class.

  Example: Wind-Wolves , by William D. Sargent
  Trains , by James S. Tippett
  Godfrey Gordon Gustavus Gore, by Wm. B. Rands
  The Escalator, by Phyllis McGinley

  Read poems that represent varied forms - long, short, rhymed, unrhymed.

- As the teacher helps the children become more aware of literature, both prose and poetry, and its varied uses they will be able to enhance and improve their own writing.

5. WRITING

5.8 To be able to encode manner(s) appropriate to message(s); to contribute creatively to class posters, newspapers, skits, etc.

- Newspaper Writing: Getting newspapers for each child or having them each bring a daily newspaper would enable the teacher and class to move through each section of the newspaper and talk about each thing, such as:

  Favorite section of the newspaper for different people.
  Comics and movie ads for children.
  Stock market for Dad.
  Woman's section for Mom.
  By lines of reporters as compared with what A. P. and U. P. mean.
  Differences of writing styles in front page news and editorial news or feature articles; critics, advice columnists like Ann Landers; anything that would give the class an idea of what they might like to do in their own newspaper.

- Have students read headlines for several news stories. Discuss with them whether or not the headlines indicate the main idea of the article, and introduce news in a way that makes the reader want to know more. To give students more practice with headlines, collect some news stories, cut off the headlines, and have the students write headlines for these stories. Remind them that they must find the main idea of each story before writing the headline. Then, have them compare their headlines with those provided by the newspaper.

- Try role playing for demonstrating the correct procedure for factual reporting. Class members could act out a simple skit in which the rest of the class would act as reporters or witnesses. After the skit the reporters write their account of what took place. Volunteers read their accounts of what happened to the class. The class and teacher would then separate the facts from opinions.

- Students should study feature articles in newspapers and magazines before attempting to write. As they examine articles, students can be guided to observe:

  How the author began his article:
    Telling an anecdote
    Flashback
    Dialogue
    Asking a question

Any devices the author used to add interest to his writing:
Humor, joke, play on words.
Imagery - simile, metaphor
Illustrations (verbal)

The summary or conclusion.

- Take comics and cut out the voice bubbles and have the children put dialogue in to fit the cartoon. Another way to do this is to have the class draw cartoons of their own and put in their own voice bubbles or captions. Captions in a comic strip like "Prince Valiant" tell a story in the third person and a good lesson on the different styles of writing could be brought out from this. Teach the children the difference in using the first person "I", second person "you", and third person "they", in story telling styles.

- Break the class up into groups. Each group will be responsible for writing a section of the newspaper, (editorials, sports, comics, front page, features, women's section, interviews, etc.) Each committee would be responsible for editing their own work.

- Committees of students can prepare election campaign for such candidates as Peanuts, Road Runner, or Beetle Bailey. Posters, badges, speeches, skits, and songs can be used to create enthusiasm. An election can culminate the activity. The voting may have the usual restrictions - no one campaigning within a certain distance, poll watchers, each committee represented at the count of ballots. Each child might be allowed to vote for two of the candidates.

  During a national, state, or community election, the same activities could be conducted with the nominees being those actually running for public office. The children could choose the candidate for whom they wish to campaign. In such an election, too, the students would have but one vote.

- Let small groups of interested students write a skit or drama for the class. One or two children could act as secretaries or discussion leaders. Children would discuss their ideas of roles, character analysis, and props. The leader of each group would attempt to summarize the ideas presented. At least one idea from each student would be incorporated into the skit.

- Puppets constructed during art lessons can inspire a class to write a skit or drama in which the children lose their own identity and transfer their role playing into their puppet character. This helps many children lose their inhibitions and gives them a real opportunity to write a creative play or skit.

5. WRITING

5.9 To enjoy writing prose, and verse; to enjoy writing various genres and modes (haiku, free verse, stories, fables, skits, friendly letters, etc.)

- Free verse may be written about such themes as: Rain is . . . Snow is . . . Happiness is . . . Each new idea begins a fresh line.

- Write couplets, the simplest type of rhymed verse. They consist of but two lines that end with rhyming words. An excellent way to begin composing couplets is through group composition.

- Write triplets, again making the initial experience a group composition. Each child selects a word that interests him. The word selected must be one that rhymes easily, so it is well to provide a list from which each person selects his word. After a list of rhyming words is developed, three related words are used to compose a triplet.

- Write limericks which are a combination of a triplet and a couplet. Lines 1 and 2 and 5 make up the triplet, while the couplet consists of lines 3 and 4. They often, but not always, begin with the words "There once was. . . ."

- Write cinquains which are simple five line verse form. There are two forms:

Examples:

Line 1 = 2 syllables
Line 2 = 4 syllables
Line 3 = 6 syllables
Line 4 = 8 syllables
Line 5 = 2 syllables

Softness
Is snow drifting -
Lying on the green grass
Soft powder on the skin of a
Baby!

Line 1 = one word to give a title.
Line 2 = two words to describe the title
Line 3 = three words to express action about the title.
Line 4 = four words to express feeling about the title.
Line 5 = one word that is a synonym for the title word.

Snow
Icy snow
Slowly, falling down -
Wet nose, cold day
Wintertime.

The number of syllables and words need not be considered an unbreakable rule.

- Write haiku, unrhymed Japanese verse consisting of three lines. The first line usually has 5 syllables, the second 7 syllables, and the third line 5 syllables. (17 syllables in all) They are usually word pictures drawn from nature and suggest an idea or feeling about a time of day or a season of the year. Number of syllables can be used as an approximation and need not be considered as a strict rule.

- To motivate fantasy writing, have a collection of PRETEND IDEAS.

  Examples: Pretend that you are something bigger than you are or smaller.
  Pretend that cars had square wheels. What would happen?
  Pretend that mice are pink. What would happen?
  Pretend that a baby buggy has a different use. What would it be?

- Have a collection of unfinished stories or paragraphs for the children to select and complete.

- Have a box of cards with single words written on them. Let children reach in and select three at random and make them into a silly or sensible story.

- Have a number of notebooks with colorful covers for children's writing. Encourage them, too, to illustrate their writings if they would like. Suggested titles: Imaginary Animals, Flowers, People I'd Like to Keep.

- Collect children's favorite comic strips. Cut out or cover up the voice bubbles. Let children put in their own conversation. Some children like to not only provide conversation but draw their own cartoons, as well.

- Have a picture file available for children to refer to and write about. Separate the pictures by category, such as: People, Scenes, Homes, Animals, etc.

- Have a file of pictures containing action. Let children choose one and write about it. They might include some of the following:

    What has happened? What is happening? What is going to happen?
    Characterize the people and suggest possible names for them.
    What events might have led up to the present action?
    Find words to describe the scenery or to express the background of the picture.
    Suggest a few appropriate titles.
    Find words to describe the scenery or to express the background of the picture.

- Arrange a writer's corner with a colorful screen, a bulletin board with pictures, captions, intriguing titles, a table and chairs, an invitation to write.

- Encourage children to keep diaries or journals of personal experiences. Short periods of time can be provided each day to add ideas and feelings about school events, weekends, TV showings, happenings at home, and playtime, etc. Descriptive passages can be encouraged through occasional discussions before writing.

- Draw several lines on a blank sheet of paper to intrigue student imagination to complete the drawings and write about it. A variation is to give interesting shapes cut from colored paper to be arranged in any fashion on a large sheet. Lines are added as the child wishes and he writes about it.

- Have a collection of jigsaw stories. Cut a square of construction paper in four irregular pieces on which are written: 2 characters, 1 setting, 1 noun. Students select an envelope, assemble the puzzle, and then write a story relating the four parts.

- Write Traveling Tales: Each student begins a story. When the teacher says TRAVEL TIME, the story is passed to another person. He reads what is on the paper and adds what he thinks would happen next. Stories travel several times. Tips: Stop writing soon enough so a number of students can read their tales. Let each child finish one of the stories at another time.

- Here Comes the WHOOSH!: By Vincent Fago (Golden Press) can lead to imaginative writing. "Here it comes . . . WHOOSH . . . there it goes and in such a hurry, no one could see it . . ." and the reader never does see the mysterious creature, whatever it is. He is introduced, however, to many other interesting animals - the pigadoon, the snakeroo, and a whole family of be-whiskers. This book can lead to the invention of many unusual animals as children describe their habitats, appearances, and behavior.

- Write a description which exemplifies a stereotype character. Then rewrite the description eliminating the stereotyped thinking. Draw two pictures to illustrate the differences in thought.

- An inanimate object can be given life with each student playing the role of a chair, a pencil, a book, or, to be more imaginative, a picture frame, a traffic light, a crown. The student imagines the feelings of the chosen object, describing the activities of the day, reactions to the behavior of people, and so on. Two or three students working together can write a dialogue between objects which can be taped or presented live for others to listen to.

- Reading aloud Rudyard Kipling's, Just So Stories may interest some students in producing original stories which explain in similar fashion, how animals came to be made as they are.

- Tape "sound situations" which consist of a combination of several intriguing sounds - a clock ticking, footsteps, a door slamming - which suggests a situation, the basis for a story.

- A collection of colored slides will offer pictures to inspire writing. A group of pictures on varied topics can be shown while students rapidly suggest titles for each. Two or three related pictures can be shown to furnish material for a class discussion which leads to writing. The picture of an old house will lead students to imagining the past of this house, the people it has known, and so on.

- After reading, "Pecos Bill and the Cyclone", some students might like to write stories of their own that deal with people's fear of the physical dangers present in their environment. Have students discuss other physical dangers or conditions which people have had to fight such as snow, wild animals, insects, sea, and hurricanes. What heroes might people create to overcome their fear of these things? What stories might they invent to express their desire to conquer these dangers?

- Collect baby pictures and have children write clever captions for them.

- Have a touch box in your room. Include objects that are soft, rough, sticky, etc. Children can reach in, feel an object, and then describe it.

- Ask children to write a description of another child. The description should include at least five clues. The paragraph is read to the class and the rest of the children try to guess who is being described.

- Have numerous recordings of music available for children to select, listen to, and write what comes to mind.

- Have a box of miscellaneous, assorted objects in your room. Allow the children to reach in and pick out the first three, four, or five objects they touch. They then write stories incorporating the objects chosen.

- Entitle a bulletin board, "What do you see out our windows? Write it here." Tack paper or cards on the bulletin board to write on. Change the title periodically. Some suggestions are:

  Examples:
  How does it feel to be green?
  How tall is truth?
  What color is happiness?
  What is the taste of sorrow?
  What is happiness?

- Encourage youngsters to put their gripes or dislikes into words.

- Have a collection of I WONDER cards for the children to choose from and write about.

  Examples:
  I wonder how it feels to be an astronaut?
  I wonder what a rainbow sees?
  I wonder how Columbus felt when he saw America?
  I wonder what kangaroos are thinking?
  I wonder what it would be like to own . . . . ?

Have a collection of "How Did You Feel" cards.

Examples: How did you feel when your best friend moved?
How did you feel the time you hit your little brother?
How did you feel when you stepped on a snake?
How did you feel when you fell in a mud puddle?

- Have a collection of SURPRISE IDEAS for the children to choose from and write about.

Examples: You open the cellar door, and there, on the floor, stands a donkey!

You go to see your dog's new puppies, and there, under her, is a rabbit!

Have brainstorming sessions with the children to add exciting first lines to the SURPRISE IDEAS (or any of the collections mentioned.)

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